DOCUMENT RESUME

ED 226 055 TM 830 095

AUTHOR	Mappus, L. Lynne; And Others
TITLE	Reading: Grades 7 and 8. Teaching and Testing Our Basic Skills Objectives.
INSTITUTION	South Carolina State Dept. of Education, Columbia. Office of Research.
PUB DATE	Sep 81
NOTE	201p.; For related documents, see ED 208 067 and TM 830 093-098.
PUB TYPE	Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	*Basic Skills; *Educational Objectives; Instructional Development; *Instructional Improvement; Junior High Schools; *Minimum Competency Testing; *Reading Skills; Reading Tests; State Programs; Test Construction; Testing Programs; Test Items
IDENTIFIERS	*South Carolina Basic Skills Assessment Program

ABSTRACT

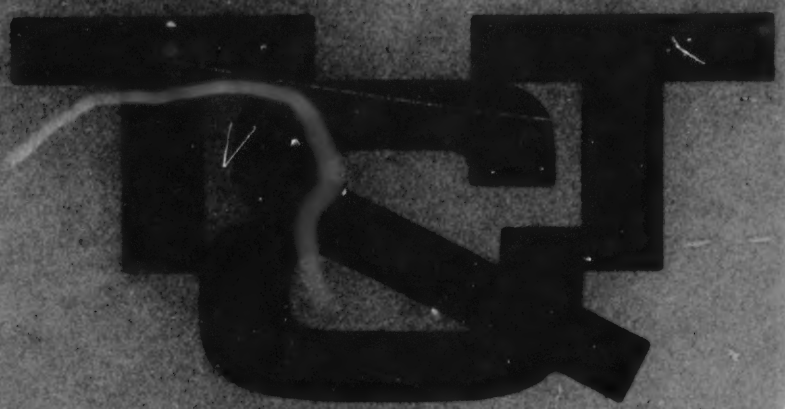
Designed to be a tool for curriculum and instructional development consistent with assessment of the state objectives in reading, this teaching and testing guide provides a summary of the skills that should be considered instructionally and how each objective is tested. Information is included on state objectives for reading teachers for grades 7 and 8. General information which applies to all grades or particular grade ranges and specific by-grade information is provided within each of the six state reading objectives: (1) decoding and word meaning, (2) details, (3) main idea, (4) reference usage, (5) inference, and (6) analysis of literature. For each objective, instructional activities are suggested for helping the student learn the basic skills. The reading levels of the tests for each grade are presented in tabular form. A cumulative reading word list is included. Procedures and examples are offered for writing test items. (Author/PN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

SCOPE OF INTEREST NOTICE
The ERIC Facility has assigned this document for processing to: TM CS
In our judgement, this document is also of interest to the clearinghouses noted to the right. Indexing should reflect their special points of view.

ED226055

Reading
Grades 7 and 8



Teaching and Testing Our Basic Skills Objectives

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Basic Skills Assessment Program
South Carolina Department of Education

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
E. L. Knight
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PROPERTY OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

This guide is the first in the Reading T & T Series (blue).

T & T, Grades 1, 2, 3
T & T, Grades 4, 5, 6
T & T, Grades 7 and 8

With the exception of South Carolina school district personnel for district and public elementary and secondary school use, no one may reproduce, store, or transmit any part of this work in any form or by any means - graphically, electronically, mechanically, or otherwise - without expressed written permission from the publisher.

Published by: Educational Assessment Section, Office of Research, September, 1981

The Pilot Edition of this publication was submitted to the Annual Evaluation Report Competition sponsored by Division H, American Educational Research Association, and won the award for the Best Report on an Advance in the Methodology of Policy Analysis, Research, Evaluation, Testing, or Statistics, April, 1981.

TEACHING AND TESTING
OUR BASIC SKILLS OBJECTIVES
(T & T)

Educational Assessment Section
Vana H. Meredith
Chief Supervisor

Office of Research
Paul D. Sandifer
Director

Division of Administration and Planning
Robert R. Hill
Deputy Superintendent

South Carolina Department of Education
An Equal Opportunity Employer

Charlie G. Williams
State Superintendent

Reading

Vana H. Meredith
Chief Supervisor
Educational Assessment Section
Office of Research

L. Lynne Mappus
Author
Educational Assessment Section

Terry L. Helsley
Coauthor
Educational Assessment Section

Pamela H. Kegley
Coauthor
Educational Assessment Section

Mary A. Kelly
Reading Consultant
Office of General Education

Susan Smith
Reading Consultant
Office of General Education

with assistance from
Instructional Objectives Exchange
Los Angeles, California

The following members of the Basic Skills Reading Committee are acknowledged for their input throughout the test development process.

Mr. Frank Austel
Mrs. Doris Bagwell
Ms. Mary Lou Beaty
Mrs. Ora Broadnax
Ms. Frances Cochran
Mrs. Agnes R. Copeland
Mrs. Jennye Cureton
Mrs. Kristen G. Dixon
Mrs. Susan C. Fedor
Dr. Elizabeth B. Galloway
Ms. Marguerite Holloway
Mrs. Judy Houk
Ms. Gloria Johnson
Miss Mary A. Kelly
Mrs. Geraldine Kenner
Mr. Jack A. Legrand
Mrs. Viola McMorris
Ms. Darlene Martin
Dr. Charles Matthews
Mrs. Lilias Means
Mrs. Etta H. Mixon
Ms. Kay C. Mosely
Ms. Susan O'Neal
Ms. Lynne Owen
Ms. Shirley Palmer
Mrs. Daisy Richburg
Dr. Susan Smith
Mrs. Thomasena Strickland
Dr. Rebecca Swanson
Mr. Robert R. Taylor
Mrs. Trudy Thompson
Mrs. Lynette Tyson
Mrs. Jessie Williams

Also, special appreciation is extended to the support staff of the Educational Assessment Section, Office of Research, without whom this publication could not have been completed: Pamala Craven, Dianne Layton, Sue Brigman, Kathy Aughtry, and Lucy Bell.

Introduction

TABLE OF CONTENTS

ALL GRADES	Page
HOW TO USE T & T	R-0.2
Purpose	R-0.2
Color-Coding	R-0.2
Organization	R-0.2a
Pagination	R-0.3*
Important Features of T & T	R-0.3a*
WHAT IS THE READING LEVEL OF THE TESTS	R-0.5
HOW TO USE THE SOUTH CAROLINA WORD LIST	R-0.6
Purpose of Word List	R-0.6
Sample Activity	R-0.6a
HOW TO WRITE YOUR OWN ITEMS	R-0.7
Procedure	R-0.7
Annotated Sample Items	R-0.7a

NOTE: * - All pages contain the same information in all booklets in the T & T Reading series, except for asterisked (*) pages.

HOW TO USE T & T

AREA: Reading GRADE: All

Purpose

As a result of the Basic Skills Assessment Program (BSAP), a substantial contribution to education in South Carolina will be that of instructional improvement. The purpose of T & T is to provide educators - primarily, local level administrators and teachers - with a tool for curriculum and instructional development which complements the assessment of the State Objectives in Reading. T & T provides a summary of the skills that should be considered instructionally and how each objective is tested.

The intent of this guide is not to limit the curriculum but rather to focus on that part of the curriculum which is reflected in the State Basic Skills Objectives. Although the actual BSAP testing is limited to Grades 1, 2, 3, 6, 8, and 11, this guide also contains information on the State Reading Objectives for use by teachers for the grades not tested - Grades 4, 5, 7, 9, 10, and 12.

The State Kindergarten Objectives are not included in T & T. However, this in no way detracts from their instructional significance for kindergarteners and for primary grade students. The 18 Kindergarten Objectives are the primary components of a strong readiness program aimed at fundamental skills necessary to future success in Reading, Writing, and Mathematics.

Color-Coding

Following the Introduction, there is one color-coded section for each of the six State Reading Objectives.

Introduction (white)
Decoding and Word Meaning (blue)
Details (white)
Main Idea (blue)
Reference Usage (white)
Inference (blue)
Analysis of Literature (white)

Organization

Introduction

Introductory information pertinent to all grades is contained in this section of T & T. This information is duplicated in each T & T grade level booklet.

Objective Sections

Two types of information are provided within each color-coded objective section: (1) general information which applies to all grades or particular grade ranges and (2) specific by-grade information.

Information for All Grades

Information which applies to all grades (GRADE: All) or a particular grade range (GRADE: Early, Later, 1-3, 4-6, or 7 & 8) is provided first.

Information labeled "GRADE: All, Early, or Later" is duplicated in each T & T Reading booklet. Other information labeled "Grade: 1-3, 4-6, or 7 & 8", may or may not be duplicated in each T & T Reading booklet. This information includes the following topics.

"TEACHING OUR SKILLS"

"WHAT SKILLS OUGHT TO BE CONSIDERED"

"WHAT ARE SOME IDEAS FOR ACTIVITIES"

"TESTING OUR SKILLS"

"HOW SKILLS ARE TESTED"

"SKILL DIFFICULTY CHART"

Information by Grade Level

Information which applies to a particular grade level (GRADE: 1 or 2 or 3 or 4 or 5 ...) is provided next. This information is not duplicated in each T & T Reading booklet and includes the following topics.

"TEACHING OUR SKILLS"

"WHAT SKILLS OUGHT TO BE CONSIDERED"

"TESTING OUR SKILLS"

"HOW SKILLS ARE TESTED"

Pagination

Each page number is made up of three components: (1) the area or objective abbreviation is first, (2) the grade symbol follows the hyphen, and (3) the page sequence number follows the decimal point. For example, DW-0.1 is read as follows: Decoding and Word Meaning, information for all grades, page 1. The letter a is used to denote the back of a page. Therefore, DW-0.1a would be the page number on the back of page DW-0.1. Other examples using the abbreviations and symbols follow.

Example	Area/Objective	Grade Level
R-0.1	R = Introduction (Reading)	0 = Information for all grades or a range of grades (i.e., EARLY, LATER, 1-3, 4-6, or 7 & 8)
DW-7.1	DW = Decoding and Word Meaning	
DE-7.1	DE = Details	7 = Information for 7th grade
MI-7.1	MI = Main Idea	
RE-8.1	RE = Reference Usage	8 = Information for 8th grade
IN-8.1	IN = Inference	
AL-8.1	AL = Analysis of Literature	

For the T & T Reading series, the pages, regardless of the page number and grade range of the booklet, contain the same information, except for those page numbers that are asterisked (*). The page references on these asterisked pages change depending on the grade range of the T & T booklet.

Important Features of T & T

Subskills

For each objective, the subskills that were identified for testing are given. Like the objectives, these skills repeat at each grade; however, all subskills may not be tested at every grade.

A chart which gives an overview across grades is provided (for example, refer to page DW-0.2). The following symbols are used.

O - Open circles indicate that the skill is not tested on the Basic Skills Tests, but, nevertheless, should be considered instructionally.

● - Solid circles indicate that the skill is tested on the Basic Skills Tests and should be considered instructionally.

Blank - No circles indicates that the skill may not be appropriate for that grade.

The same information in the chart is duplicated in the corresponding grade level section for the given objective (for example, refer to page DW-8.1).

Other Important Skills

In addition to the subskills, there are other skills that are instructionally important which are not directly tested on the Basic Skills Tests.

A chart which provides an overview of the instructional placement across grades is provided (for example, refer to page DW-0.2a).

O - Open circles indicate that the skill is not tested on the Basic Skills Tests but, nevertheless, should be considered instructionally.

Blank - No circle indicates that the skill may not be appropriate for that grade.

The same information in the chart is duplicated in the corresponding grade level section for the given objective (for example, refer to page DW-8.1a).

Activities

For each objective, instructional activities are suggested for helping the student learn the basic skills. Many of the early grade activities (GRADE: Early), although elementary in nature, may provide you with ideas for activities for older students. Similarly, many of the later grade activities (GRADE: Later) can be adapted for use with younger students.

Teachers are encouraged to use other resources, as well as their own ideas, in coming up with other activities. A page is included for teachers to make note of references to other resource materials (for example, refer to page DW-0.3).

Test Item Description: Overview

For each objective, a general overview of the test item is provided (for example, refer to page DW-0.12). The overview provides the rationale behind the development of test items for all grades. Reading this information is crucial to your understanding of how the objective is tested.

Skill Difficulty Chart

There is one Skill Difficulty Chart for each objective. This chart illustrates the instructional continuum which serves as the basis for testing. These charts should provide local administrators and teachers with guidance in planning their instructional programs for basic skills.

The content of the Skill Difficulty Chart for each objective is not exhaustive. Therefore, teachers at all grade levels are encouraged to refer to the Suggested Measurement Strategy accompanying each State Objective.

A description of the chart follows (for example, refer to page DW-0.13).

OBJ./SUB. - In the far left column, the objective (OBJ.) or Subskills (SUB.) tested are listed. In this column, information that applies to all subskills is provided first and is labeled "ALL SUB-SKILLS". Information that is specific to particular subskills is provided next and is labeled with the subskill name (for example, Sight Recognition).

SKILL KEYS - In the next column over, the controls used in developing test items are given (for example, NATURE OF SELECTION). These controls were used to increase the difficulty of the test items across grades.

CHART ENTRIES - In the chart entries for each grade, instructionally relevant information about the SKILL KEYS is provided.

For those grades that do not take the Basic Skills Tests, the chart entries are left blank for you to complete by consulting the Suggested Measurement Strategy for the State Objective.

Content Supplements

These supplements, where pertinent, follow the Skill Difficulty Charts (for example, refer to page DW-0.21). In these sections, the content eligible for testing a specific subskill at each grade is detailed. For those supplements designated as cumulative, the content at earlier grades applies to subsequent grades and should be considered instructionally.

Sample Test Items and Directions

Samples of the types of test items on the Basic Skills Tests are given by grade for each objective (for example, refer to pages DW-8.2 to DW-8.4). These sample test items, with their directions, can serve as a guide in classroom assessment of basic skills instruction. The "Directions" indicate how the test item is administered. The following terms are used with the "Directions".

1. "Teacher reads." - The information is read by the teacher from the Teacher's Administration Manual.

2. "Student reads." - The information is read by the student from the test booklet.

3. "Teacher/Student read." - The information appears in both the Teacher's Administration Manual and test booklet. The teacher reads the information while the student follows and reads silently.

Write Your Own Items

For each sample test item, there is space for you to write your own item. Pages can be added if you write more items. Share them with other teachers. When you write your items, make sure your items at least meet the criteria in the Skill Difficulty Charts. In "How to Write Your Own Items" at the end of this section, illustrations and specific directions on how to write your own items are given.

WHAT IS THE READING LEVEL OF THE TESTS

AREA: Reading GRADE: All

The criteria in this chart apply to the Basic Skills Tests for all State Reading Objectives in which selections and/or directions are read by the student.

READING SELECTIONS

READING CONTROLS	GRADE 1	GRADE 2	GRADE 3	GRADE 6	GRADE 8	GRADE 11
READING SELECTION LENGTH	24 words maximum, 1 paragraph	4-5 sentences maximum, 1 paragraph	75 words maximum, 1 paragraph	125-150 words	150-175 words	150-250 words
NUMBER OF SENTENCES	3 sentences	4-5 sentences	4-7 sentences	No limits	No limits	No limits
SENTENCE LENGTH	8 words maximum	10 words maximum	12 words maximum	18 words maximum	20 words maximum	22 words maximum
SENTENCE STRUCTURE	1 clause	2 clauses maximum	2 clauses maximum	2 clauses maximum	No limits	No limits
VOCABULARY DIFFICULTY*	Grade 1 list	Grade 2 list or below	Grade 3 list or below	Grade 6 list or below	Grade 8 list or below	Grade 10 list or below

*Refer to the publication the South Carolina Word List.

HOW TO USE THE SOUTH CAROLINA WORD LIST

AREA: Reading GRADE: All

Purpose of Word List

As part of test development, the South Carolina Word List was compiled for use in controlling the readability of the test items. This does not mean that every word on a 1st, 2nd, 3rd, 6th, 8th, or 11th grade test appears on the word list for that grade. In some cases, words that were above the grade level being tested were used intentionally. Some reading skills required that the word or words be unfamiliar to the student for testing purposes (for example, see Decoding and Word Meaning, Skill Difficulty Chart, page DW-0.13).

The word list does not contain all words a student should know at any grade level. Conversely, students who are experiencing reading difficulty cannot be expected to know all of the words at their grade level.

The South Carolina Word List should not become a spelling book nor should isolated word lists be sent home to parents. These word lists can be used, however, in many meaningful activities.

Suggested Word List Activities

1. Diagnostic Purposes
   a. Teacher/Pupil
   b. Pupil/Pupil
2. Flash Cards
3. Experience Stories
4. Language Master
5. Word Bank
6. Games
7. Vocabulary Growth
8. Charts and Posters
   a. Nouns
   b. Adjectives
   c. Other Parts of Speech
   d. Compound Words
   e. Rhyming Words
   f. Prefixes and Suffixes
   g. Blends and Digraphs
   h. Vowels (long and short)
   i. Synonyms, Antonyms, Homonyms
   j. Abbreviations
   k. Hard and Soft Sound of "C" and "G"

Sample Activity

Make a list composed of words from the South Carolina Word List. Use headings to designate varying parts of speech. Display the list in chart form or on the chalkboard. Have students write sentences, stories, or brief paragraphs using the words correctly - in terms of not only the part of speech but also the sentence or paragraph context. Make sure that the words are appropriate for your grade level. A partial listing for a sample chart follows.

Nouns

apartment
basketball
engine
football
Indian
library
oven
pie
telephone
window

Blends

(l)	(r)	(s)	
blow	bright	small	string
clock	cross	splash	swim
flag	gray	spring	skate
	print		

Adjectives

beautiful
easy
loud
tall
wide

Verbs

cut
listen
move
pick
rode

Contractions

couldn't
didn't
I'll
it's
I've
wasn't
you'll
won't

Compound Words

basketball
grandmother
outside
himself
something
railroad
popcorn
everywhere

HOW TO WRITE YOUR OWN ITEMS

AREA: Reading GRADE: All

Procedure

An emphasis has been placed on multiple-choice items in T & T because these types of items are the ones used in the Basic Skills Tests. Well-constructed essay items are as necessary to the language arts teacher as are multiple-choice or fill-in-the-blank items. Perhaps more important than the type of item, whether multiple-choice, fill-in-the-blank, true-false, or essay, is the quality of the item. Multiple-choice, essay, or other types of items can reflect trivial or off-target responses. Moreover, any type of item can be constructed to reflect basic skills objectives at the appropriate level of difficulty.

Although the sample items are multiple-choice, the first step toward constructing a multiple-choice item may involve the use of fill-in-the-blank items.

The following procedure may be used for writing your own test items.

1. Write fill-in-the blank questions for an objective.
2. Try out the questions on the students in your class to get information for incorrect answer choices.
3. Score the items.
4. Correct any flaws in your test questions.
5. Use the most appropriate incorrect responses as answer choices.
6. Use any information on correct responses in your instruction.
7. Put the items in multiple-choice format and administer them again as a posttest or during the next year.

To practice the item writing process, administer one of the sample items to the appropriate students as fill-in-the-blank items. Then, compare the incorrect student responses to the incorrect responses given with the sample item. After you review your student responses and study how to use T & T, try writing your own items for the grade that you teach.

Annotated Sample Items

On the following pages, sample items for Main Idea are presented for Grades 1, 2, 3, 6, and 8 for one subskill, Inferred Main Idea. The sample item is presented in the left column and information on how to use T & T to write the test items is provided in the right column.

The sample items have been purposefully constructed to illustrate how the test items build on one another as grade levels increase. These items and their annotations should provide you with models on writing your own items for other objectives and subskills. The readability chart on Page R-0.5, the Skill Difficulty Chart SKILL KEYS, and the sample test items for each objective contain the information necessary for writing your own test items.

As an exercise, examine the Skill Difficulty Chart for Main Idea and determine the key difficulty elements that change from grade to grade for Inferred Main Idea and concurrently examine the annotated sample items. Try this for all objectives and subskills.

HOW TO WRITE YOUR OWN ITEMS

OBJECTIVE: Main Idea GRADE: 1
SUBSKILL: Inferred Main Idea

Sample Item, Grade 1	Writing Items with T & T
One time Eddie's father played ball. Then he stopped playing ball. He had to go away to work.	Reading Selection Note: Refer to the chart on page R-0. 5, the Skill Difficulty Chart SKILL KEYS for Main Idea on page MI-0.9, and the sample items for this objective. READABILITY: Grade 1 - 24 words maximum per selection, 1 paragraph, 3 sentences per selection, 1 clause per sentence, 8 words per sentence, Grade 1 vocabulary or below (See S. C. Word List) TYPE OF SELECTION: Simple paragraph NATURE OF SELECTION: Main idea cannot be explicity stated, must be derived from more than one sentence in selection, all sentences may contain supporting details

OBJECTIVE: Main Idea
SUBSKILL: Inferred Main Idea

GRADE: 1

Sample Item, Grade 1	Writing Items with T & T
	Answer Choices Incorrect responses should all represent typical errors students might make. For example, an incorrect response could be an idea that is slightly related to the main idea or a statement unrelated to the selection.
What is the story about? ● Eddie's father stopped playing ball. ○ Work comes before playing ball. ○ People often like to work.	Low level of inference required Correct: Correct main idea statement, not explicitly stated in selection, and must be inferred from selection (NATURE OF MAIN IDEA) Slightly Related: A statement that is only slightly related to the selection Unrelated: A statement that is very unrelated to main idea statement, no evidence in selection to support this statement

HOW TO WRITE YOUR OWN ITEMS

OBJECTIVE: Main Idea GRADE: 2
SUBSKILL: Inferred Main Idea

Sample Item, Grade 2	Writing Items with T & T
One summer Eddie's father played in the ball games. Our country was at war. Most of the players had to fight for their country. So, they had to stop playing ball.	Reading Selection Note: Refer to the chart on page R-0. 5, the Skill Difficulty Chart SKILL KEYS for Main Idea on page MI-0.9, and the sample items for this objective. READABILITY: Grade 2 - 50 words maximum per selection, 1 paragraph, 4-5 sentences per selection, 2 clauses maximum per sentence, 10 words per sentence, Grade 2 vocabulary or below (See S. C. Word List) TYPE OF SELECTION: Simple paragraph NATURE OF SELECTION: Main Idea cannot be explicitly stated in one sentence, must be derived from one or two sentences in selection, all sentences may contain supporting details

OBJECTIVE: Main Idea
SUBSKILL: Inferred Main Idea

GRADE: 2

Sample Item, Grade 2	Writing Items with T & T
	Answer Choices Incorrect responses should all represent typical errors students might make. For example, an incorrect response could be an idea that is slightly related to the main idea or a restatement of a detail in the selection.
What is the main idea? ○ Most players had to fight for their country. ● The war came and the ball games stopped. ○ All people had to help their country.	Higher level of inference required than at previous grade Restatement of Detail: A verbatim restatement of a detail from the selection Correct: Correct main idea statement, contained in no more than two sentences, not explicitly stated, and must be inferred from the selection (NATURE OF MAIN IDEA) Slightly Related: A sentence that is only slightly related to the selection

HOW TO WRITE YOUR OWN ITEMS

OBJECTIVE: Main Idea GRADE: 3
SUBSKILL: Inferred Main Idea

Sample Item, Grade 3	Writing Items with T & T
In 1918, the baseball season was very short. Men were needed to fight in countries across the ocean. Other men were needed to work in war plants. Still, baseball could have continued with other players. The owners decided to stop playing on Labor Day. The players did not receive pay for the rest of the season.	Reading Selection Note: Refer to the chart on page R-0. 5, the Skill Difficulty Chart SKILL KEYS for Main Idea on page MI-0.9, and the sample items for this objective. READABILITY: Grade 3 - 75 words maximum per selection, 1 paragraph, 5-7 sentences per selection, 2 clauses maximum per sentence, 12 words per sentence, Grade 3 vocabulary or below (See S. C. Word List) TYPE OF SELECTION: Simple nonfiction selections and stories (Simple nonfiction selection used for this item)

OBJECTIVE: Main Idea
SUBSKILL: Inferred Main Idea

GRADE: 3

Sample Item, Grade 3	Writing Items with T & T
	Answer Choices Incorrect responses should all represent typical errors students might make. For example, an incorrect response could be an idea that is slightly related to the main idea or a restatement of a detail in the selection.
What is the main idea? ○ The owners decided to stop playing on Labor Day. ● The baseball season was cut short because of a war. ○ During war, people are needed to fight and work.	Higher level of inference required than at previous grade Restatement of Detail: A verbatim restatement of a detail Correct: Correct main idea statement, contained in no more than two sentences, not explicitly stated, and must be inferred from selection (NATURE OF MAIN IDEA) Slightly Related: A sentence that is only slightly related to the selection

HOW TO WRITE YOUR OWN ITEMS

OBJECTIVE: Main Idea GRADE: 6
SUBSKILL: Inferred Main Idea

Sample Item, Grade 6	Writing Items with T & T
Until 1981, only once in the twentieth century did major league baseball have a very short summer season. Young men were told by the government either to work or fight. All types of work were necessary for World War I. Therefore, many major league baseball players stayed in the United States and worked in war-related factories. Others went overseas and fought against other countries. Although many players left for the war, the government did not order an end to major league baseball. On their own, the major league owners decided to end the season. On Labor Day, September 2, 1918, the owners released all their players. Some writers believe that the small crowds caused the owners to shorten the schedule. In any case, the players were not paid for the rest of the season.	Reading Selection Note: Refer to the chart on page R-0. 5, the Skill Difficulty Chart SKILL KEYS for Main Idea on page MI-0.9, and the sample items for this objective. READABILITY: Grade 6 - 125-150 words maximum per selection, 2 clauses maximum per sentence, 18 words per sentence, Grade 6 vocabulary or below (See S. C. Word List) TYPE OF SELECTION: Articles from newspapers or magazines and excerpts from books (Excerpt from book used for this item) NATURE OF SELECTION: Main idea cannot be explicitly stated, must be derived from more than one sentence in selection, all sentences may contain supporting details

OBJECTIVE: Main Idea
SUBSKILL: Inferred Main Idea

GRADE: 6

Sample Item, Grade 6	Writing Items with T & T
	Answer Choices Incorrect responses should all represent typical errors students might make. For example, an incorrect response could be a statement that is too narrow or too broad in scope, contradicted by the selection, or unsupported by the selection.
The best statement of the main idea is: A. Major league baseball players continued playing baseball throughout World War I. *B. Major league baseball was severely hurt by World War I and had to shorten its season. C. Major league baseball players were not paid after September 2, 1918. D. Many major league baseball players left baseball because they wanted to work in factories.	Higher level of inference required than at previous grade Contradicted: A statement that is contradicted by the selection, the opposite is true, not the main idea Correct: Correct main idea statement, must be inferred, must be derived from more than one sentence in the selection Narrow Scope: A statement that is too specific, not general enough to represent main idea Unsupported: A statement that is a plausible inference, however, not supported by information in the selection

HOW TO WRITE YOUR OWN ITEMS

OBJECTIVE: Main Idea
SUBSKILL: Inferred Main Idea

GRADE: 8

Sample Item, Grade 8	Writing Items with T & T
Until 1981, only once in the twentieth century did major league baseball face the predicament of a very short season. Young men were told by the government during World War I either to work or fight. These young men had the choice of finding work essential to the war effort or preparing to go to war. Therefore, many major league baseball players left for combat or war-related industry. Although many players left because of the war, the federal government did not order an end to major league competition. The owners made the decision to reduce the length of the season. Some historians believe that small attendance caused the owners to reduce the schedule. The overall attendance for the shortened season of 1918 was the lowest of the century. For whatever reason, the major league owners decided to end the season on Labor Day, 1918, and release their players. Despite existing contracts, the players were not paid for the remainder of the season.	Reading Selection Note: Refer to the chart on page R-0. 5, the Skill Difficulty Chart SKILL KEYS for Main Idea on page MI-0.9 and the sample items for this objective. READABILITY: Grade 8 - 150-175 words per selection, 20 words per sentence, Grade 8 vocabulary or below (See S. C. Word List) TYPE OF SELECTION: Articles from newspapers or magazines and excerpts from books (Excerpt from book used for this item)

OBJECTIVE: Main Idea GRADE: 8
SUBSKILL: Inferred Main Idea

Sample Item, Grade 8	Writing Items with T & T
	Answer Choices Incorrect responses should all represent typical errors students might make. For example, an incorrect response could be a statement that is too narrow or too broad in scope, contradicted by the selection, or unsupported by the selection.
The best statement of the main idea is:	Higher level of inference required than at previous grade
A. Major league baseball players were freed from military duty because of World War I.	Contradicted: A statement that is contradicted by the selection, the opposite is true, not the main idea
*B. Major league baseball was damaged by World War I which caused a loss of attendance and players.	Correct: Correct main idea statement, must be inferred, and must be derived from more than one sentence in the selection
C. Major league baseball players were released without pay after Labor Day of 1918.	Narrow Scope: A statement that is too specific, not general enough to represent main idea
D. The owners were upset because the major league season was shortened by World War I.	Unsupported: A statement that is a plausible inference, however, not supported by information in the selection

Decoding and Word Meaning

TABLE OF CONTENTS

GRADE: All — Page

TEACHING OUR SKILLS

What Skills Ought to Be Considered DW-0.2

What Are Some Ideas for Activities DW-0.3

TESTING OUR SKILLS

How Skills Are Tested DW-0.12

Skill Difficulty Chart DW-0.13

Content Supplement DW-0.21

GRADE: 7

TEACHING OUR SKILLS

What Skills Ought to Be Considered DW-7.1

TESTING OUR SKILLS

How Skills Are Tested DW-7.2

GRADE: 8

TEACHING OUR SKILLS

What Skills Ought to Be Considered DW-8.1

TESTING OUR SKILLS

How Skills Are Tested DW-8.2

NOTE: Pages DW-0.14 through DW-0.20a are not included in this booklet. These pages are included in T & T, Reading, Grades 1, 2, 3.

TEACHING OUR SKILLS
WHAT SKILLS OUGHT TO BE CONSIDERED

OBJECTIVE: Decoding and Word Meaning GRADE: All

Objective

The student can use word recognition skills and can determine the meanings of words.

Explanation

The ability to use all available means in unlocking the pronunciation and meanings of words is one of the most basic skills an independent reader can possess. Students must be able to use many skills in combination to determine the pronunciation and meaning of a word used in a particular way. Sight recognition, decoding, context, and word structure may all be required in a given situation.

Subskills: Overview

The subskills identified for testing this objective are listed in the chart. The symbol O is used to indicate that the subskill is not tested but needs to be considered instructionally. The symbol ● indicates that the subskill is tested.

SUBSKILLS	GRADES											
	1	2	3	4	5	6	7	8	9	10	11	12
1. Sight Recognition The student can recognize words by sight.	●	●	●	O	O	●	O	●	O	O	●	O
2. Phonetic Decoding The student can recognize words by applying phonetic rules.	●	●	●	O	O	O						
3. Contextual Word Meaning The student can determine the meanings of words used in a selection from the context of the selection.	O	●	●	O	O	●	O	●	O	O	●	O
4. Structural Word Meaning The student can determine the meanings of words in a selection by applying structural rules.	O	O	O	O	O	●	O	●	O	O	●	O

OBJECTIVE: Decoding and Word Meaning GRADE: All

Other Important Skills: Overview

Instructionally, there are some other skills that must be considered in addition to those identified for testing under this objective. The symbol O is used to indicate that the skill is not tested but needs to be considered instructionally.

SKILLS	GRADES											
	1	2	3	4	5	6	7	8	9	10	11	12
1. Visual Discrimination The student can discriminate among various letters, letter groups, and/or words. This skill underlies all aspects of decoding and word meaning and it is particularly crucial when applying the skill of sight recognition.	O	O	O	O								
2. Auditory Discrimination The student can discriminate among common sounds and sound clusters heard in American speech.	O	O	O	O								
3. Knowledge of Phonetic Rules The student can match letters and letter groups with their most common sounds. This may require being able to apply phonetic rules in order to select between alternative sounds for a given letter or letter group.	O	O	O	O								
4. Comprehension of Syntactic Indicators The student can use the syntax of a sentence as an aid in determining relationships between ideas. For example, a sentence that contains the word "but" establishes a relationship of difference, while a sentence that contains the word "or" establishes a relationship of similarity. Such relationships can be used as contextual clues to the meanings of unfamiliar sounds.		O	O	O	O	O	O	O	O	O	O	O
5. Utilization of Descriptive Materials The student can use any descriptive material that may be contained in a sentence as an aid to inferring the meaning of any unfamiliar word. This material may be in the form of a situation that exemplifies the unfamiliar word, a descriptive phrase that refers to the word, or a synonym or antonym for the unfamiliar word.		O	O	O	O	O	O	O	O	O	O	O
6. Judgment of Definition's Plausibility The student can determine whether a proposed definition for an unfamiliar word reasonably fits the context of the sentence in which the word occurs.		O	O	O	O	O	O	O	O	O	O	O
7. Knowledge of Prefixes and Suffixes The student can recognize and/or define common prefixes and suffixes.			O	O	O	O	O	O	O	O	O	O

WHAT ARE SOME IDEAS FOR ACTIVITIES

OBJECTIVE: Decoding and Word Meaning GRADE: All

Activities

On the following pages are some ideas for developing your own activities. These activities are intended only as examples to stimulate your thinking. The activities are not intended to be prescriptive. You can use these activities to help in building student skills.

For each activity, the purpose, the materials you need, and the directions are given. The activities are not designated by grade level since many of them can be adapted for use in earlier or later grades. You may wish to add worksheets and/or activities of your own.

Resources

Below is space for you to note resource materials appropriate for the grade(s) you teach.

Subskill	Resource Material
1. Sight Recognition	
2. Phonetic Decoding	
3. Contextual Word Meaning	
4. Structural Word Meaning	

ACTIVITY: Vocabucards GRADE: Early

Purpose: To promote sight vocabulary skills

Materials: Deck of Vocabulary Cards

Make pairs of vocabulary cards. Words could be taken from the South Carolina Word List. One member of a pair should contain a selected sight word. The other card should have a picture illustrating that word. When the deck of cards is completed, it should be shuffled well.

Directions:

Several games can be played with the cards.

1. Individual students can take turns sorting the cards back into pairs, timing themselves to see who completes the matching in the least amount of time.

2. Small groups of students can play a version of Old Maid. One card is removed from the deck, then the rest of the cards are dealt out as far as they will go. Players put on the table any pairs of matching words and pictures that they have received. Then each player draws one card from the hand of the player on the right. If this card makes a match with a card in the player's hand, the new pair is put on the table. The drawing continues until all possible pairs are made. The player with the most matched pairs is the winner.

3. Groups of students can play Go Fish with the deck of cards.

4. After students have played with the original deck of cards, students can create new decks of cards, using other words from the word list and cutting out illustrations from old magazines, used greeting cards etc.

ACTIVITY: Stuff and Nonsense GRADE: Early

Purpose: To provide practice in the skill of phonetic decoding and pronouncing written words

Materials: List of Nonsense Words

Using the phonetic rules being studied, create a list of nonsense words.

Directions:

Duplicate the list so that each student has a copy. Also print each word on the list on a separate slip of paper, so that there are as many slips of paper as there are words.

1. Students take turns coming to the front of the room and drawing a slip of paper. Each student must pronounce aloud the word drawn.

2. The other students find the word they have heard on their lists. If there are any disagreements as to the word that was read aloud or its match on the list, the teacher is the umpire. The teacher either helps the student who pronounced the word to correct that pronunciation or helps other students apply the appropriate phonetic rules.

ACTIVITY: What Does It Mean? GRADE: Early

Purpose: To provide practice in arriving at the meanings of unfamiliar words by using context clues

Materials: Reading Selections with Advanced Vocabulary

If regular reading materials do not contain words that are unfamiliar to most students, locate or prepare materials containing a few particularly advanced words.

Directions:

1. During the course of a class reading session, ask individual students to define unfamiliar words they encountered in reading based on context.

2. The class as whole then discusses each definition, refining it or suggesting alternate definitions that fit the context. Ask the students to explain how they arrived at their definitions. If students find it difficult to formulate definitions, provide whatever prompting is necessary, including various definitions that may or may not be supported by the context.

3. When the class has agreed on the various definitions, have students consult a dictionary to check those defintions.

ACTIVITY: Word Hunt GRADE: Early

Purpose: To increase students' sight vocabulary

Materials: Chalkboard

Directions:

1. Print a word on the chalkboard. The word could be taken from the South Carolina Word List.
2. Select a student to respond to the word. If it is a noun or an adjective, the student is to find either an object or a picture in the room that illustrates the word. If it is a verb, an adverb, or a preposition, the student acts out the word.
3. Other students judge the correctness of the response.

ACTIVITY: Sound Bingo GRADE: Early

Purpose: To promote the skill of phonetic decoding

Materials: Bingo Cards

Make a set of Bingo Cards using as entries: letters, letter combinations, or words based on the phonetic rules that are being studied.

Directions:

1. Choose entries from the list of possible Bingo Card entries at random. Pronounce a word that contains the sound of interest as the oral clue.
2. Students mark the entries that appear on their cards. The first student to complete correctly a horizontal, vertical, or diagonal row on a Bingo Card wins the game.

ACTIVITY: Teacher, Teacher GRADE: Later

Purpose: To help each other learn basic sight vocabulary words

Materials: Two Separate Short Lists of New Vocabulary Words

Directions:

1. Students are to work in pairs. One member of each pair receives one list of words and the other member receives the second list. Bothstudents are to find out the meanings of the words ontheir lists. This can be done in class or assigned as homework.

2. Students then teach the words on their list to their partners. This should be done in the class with all students allowed an equal amount of time.

3. All students then take a quiz on both lists of words. Students receive the combined score earned by the two individuals in their pair, thus taking into account both the learning and the teaching tasks.

ACTIVITY: Crossword Puzzles GRADE: Later

Purpose: To promote learning sight vocabulary words and their definitions

Materials: A Crossword Puzzle Frame

Find a crossword puzzle frame and make copies for the students in your class.

Directions:

1. Students create puzzles by filling in the frame with sight vocabulary words. Students should write each word's definition as a clue.

2. Students can exchange their papers and solve each other's puzzles. The best puzzles might be shared with another class or saved for future use.

ACTIVITY: Turkey GRADE: Later

Purpose: To provide practice in using context clues to determine the meanings of words.

Materials: Series of Sentences Based on a Familiar Key Word

Prepare a series of sentences based on the key word. Sequence these sentences so that each one provides increasingly more context for the key word. For instance, the first sentence might provide a neutral context for the key word, while the last sentence might actually define the key word. The length and subtlety of these sentences can be varied to suit the abilities of the students. Substitute another word that is unrelated to the context for the key word.

The word turkey is substituted for the key word eat in the sample sequence below.

a. I turkey every day.

b. Everyone has to turkey.

c. Most people turkey at a table.

d. Many people turkey three times a day.

e. To turkey is to take food into your body.

Directions:

1. This game can be played by the class as a whole or by individual groups of students. The teacher or students can make up the clues needed for playing the game.

2. Begin by selecting a key word for each round of play. This word should be one that most of the students will know, for example "eat".

3. Have the sentences read aloud. After each sentence, students have a chance to guess the meaning of turkey. Students compete to see who can make the fewest wrong guesses and determine the key word first.

ACTIVITY: Where's the Clue? GRADE: Later

Purpose: To familiarize students with types of context clues

Materials: List of Sentences

Prepare a list of sentences containing different types of context clues for certain vocabulary words. Clues may consist of synonyms or antonyms for the word and/or situation descriptions. The words defined by these context clues may be either familiar or unfamiliar words. If unfamiliar words are used, be attentive to using a word with multiple meanings. The context, in this case, should give students clues as to the particular definition that is appropriate.

Directions:

1. Students are to locate the context clues present in each sentence and then categorize those clues using the three categories: synonyms, antonyms, and situation descriptions.

2. A class discussion on how to find context clues can follow the analysis of individual sentences.

ACTIVITY: Really in Affix GRADE: Later

Purpose: To help students learn the meanings of affixes

Materials: Selected Groups of Prefixes and Suffixes

Directions:

1. Each week students are to learn the meanings of a group of selected prefixes and suffixes. These "Affixes of the Week" can be posted in a prominent location in the room.

2. During the week, students can practice creating and defining words that use the week's affixes.

3. At the end of the week students can be tested on their familiarity with that week's group of affixes.

ACTIVITY: Affix Practice GRADE: Later

Purpose: To provide practice on structural word analysis

Materials: Separate Lists of Words and Matching Definitions

Develop a list of words with each word containing one suffix or one prefix. Then develop a separate list of definitions containing more definitions than words.

Directions:

1. Have students match each word on the list with its definition.

2. As a variation, give students only a list of definitions for words each consisting of a root plus a single prefix or suffix. Have students supply the word that matches each definition.

3. As a variation, give students only a list of words each containing a single affix. Have students supply the definitions for these words.

TESTING OUR SKILLS
HOW SKILLS ARE TESTED

OBJECTIVE: Decoding and Word Meaning GRADE: All

Test Item Description: Overview

For Decoding and Word Meaning, words, for the most part, are presented in context to emphasize that reading is essentially a process of gaining meaning. The student must identify the meaning of a specific word by using sight recognition, phonetic decoding, contextual word meaning, and/or structural word meaning skills.

As grade level increases, reading selections used in the test items and the nature of the word meaning task become increasingly more difficult. The difficulty is controlled by the use of the "Skill Keys" presented in the following chart (for example, NATURE OF SELECTION, SELECTION LENGTH, VOCABULARY DIFFICULTY).

The NATURE OF SELECTION is the key feature that is varied to make sure that each subskill is accurately measured.

1. Sight Recognition - The student should know the meaning of the word specified in the selection by sight. Therefore, familiar words are used and very minimal, if any, context clues are provided in the selections.

2. Phonetic Decoding - The student should be able to find the correct spelling of the nonsense word pronounced by the teacher. Nonsense words rather than real words are used to help insure that the student is applying phonetic decoding skills.

3. Contextual Word Meaning - The student should be able to use the context of the selection to determine the meaning of a specific word. Therefore, very unfamiliar words and maximal context clues are provided in the selections.

4. Structural Word Meaning - The student should be able to use structural word analysis to determine the meaning of a specific word. Therefore, unfamiliar words made up of common roots and affixes are used and very minimal, if any, context clues are provided in the selection.

SUB.	SKILL KEYS	GRADE 1	GRADE 2	GRADE 3	GRADE 4*	GRADE 5*	GRADE 6	GRADE 7*	GRADE 8	Grades 9-12*
CONTEXTUAL WORD MEANING	TYPE OF SELECTION	Not tested	1-2 sentences	1-2 sentences			1-2 sentences		1-2 sentences	
	NATURE OF SELECTION		One or more clear context clues	One or More clear context clues			One or more context clues		One or more context clues	
	VOCABULARY DIFFICULTY		Underlined context word: very unfamiliar word Other words in sentences: below grade level	Underlined context word: very unfamiliar word Other words in sentences: below grade level			Underlined context word: very unfamiliar word Other words in sentences: below grade level		Underlined context word: very unfamiliar word Other words in sentences: below grade level	
STRUCTURAL WORD MEANING	TYPE OF SELECTION	Not tested	Not tested	Not tested			1-2 sentences.		1-2 sentences	
	NATURE OF SELECTION						Minimal context clues.		Minimal context clues	
	VOCABULARY DIFFICULTY						Underlined structural word: unfamiliar word, root word with suffix Other words in sentences: below grade level See Content Supplement, Grade 6.		Underlined structural word: unfamiliar word, root word with suffix Other words in sentences: below grade level See Content Supplement, Grades 6-8.	

*Refer to the Suggested Measurement Strategy for the State Objective.

DW-0.13

SKILL DIFFICULTY CHART

OBJECTIVE: Decoding and Word Meaning GRADE: All

SUB.	SKILL KEYS	GRADE 1	GRADE 2	GRADE 3	GRADE 4*	GRADE 5*	GRADE 6	GRADE 7*	GRADE 8	GRADES 9-12*
SIGHT RECOGNITION	TYPE OF SELECTION	Boxed single sight word	1 sentence	1 sentence			1 or 2 sentences		1 or 2 sentences	
	NATURE OF SELECTION	No context	Minimal context clues	Minimal context clues			Minimal context clues		Minimal context clues	
	VOCABULARY DIFFICULTY	Boxed sight word: S.C. Word List, Grade 1	Underlined sight word: S.C. Word List, Grade 2 Other words in sentence: below grade level	Underlined sight word: S.C. Word List, Grade 3 Other words in sentence: below grade level			Underlined sight word: S.C. Word List, Grade 6 Other words in sentence: below grade level		Underlined sight word: S.C. Word List, Grade 8 Other words in sentence: below grade level	
PHONETIC DECODING	TYPE OF SELECTION	Single nonsense word	Single nonsense word	Single nonsense word						
	NATURE OF SELECTION	Presented orally	Presented orally	Presented orally						
	NONSENSE WORDS DIFFICULTY	1 syllable See Content Supplement, Letters and Letter Combinations, Grade 1.	1 syllable See Content Supplement, Letters and Letter Combinations, Grades 1 and 2.	1-2 syllable word See Content Supplement, Letters and Letter Combinations, Grades 1-3.			Not tested		Not tested	

*Refer to the Suggested Measurement Strategy for the State Objective.

SKILL DIFFICULTY CHART
CONTENT SUPPLEMENT

PREFIXES

OBJECTIVE: Decoding and Word Meaning GRADE: 4-6

This supplement is cumulative in the sense that prefixes at Grade 6 are also fair game for subsequent grades.

Grades 4 & 5

(Any appropriate prefixes for these grades)

Grade 6

I. Negative Prefixes

de-	1. do the reverse; undo 2. take away
dis-	1. reversal or undoing of an act 2. stop, refuse to
non-	not
un-	1. not; opposite of 2. change the action to the opposite of

II. Time or Order Prefixes

ex-	earlier; former

III. Degree, Size, and Number Prefixes

out-	greater or better than in quality or action
over-	too much; to a great degree
under-	1. below in rank 2. less in quality; not enough

PREFIXES

OBJECTIVE: Decoding and Word Meaning GRADE: 4-6

Grade 6 (continued)

IV. Location Prefixes

in-	in; into; within; toward
mid-	middle of; halfway through
out-	1. away from the center; outward in direction 2. located or set near or beyond
over-	1. above in place, quality, position, etc. 2. across or beyond
under-	below in position; inside

V. Other Prefixes

over-	become upside down; cause to fall
re-	1. again 2. back
self-	used with nouns and adjectives to show that: 1. the one performing the act is the one affected by it, or 2. the action is done only through its own effort of power

SKILL DIFFICULTY CHART
CONTENT SUPPLEMENT

SUFFIXES

OBJECTIVE: Decoding and Word Meaning GRADE: 4-6

This supplement is cumulative in the sense that suffixes at Grade 6 are also fair game for subsequent grades.

Grades 4 & 5

(Any appropriate suffixes for these grades)

Grade 6

I. Suffixes for Nouns

-ant, *-ent*	a person or thing that does something, acts in a particular way, is acted upon, or is used for
-ar, *-er*, *-or*	1. a person or thing that does something 2. a person concerned with 3. a person who resides in or on
-ess	female
-ful	a quantity sufficient to fill
-ing	1. product or result of an action 2. material for 3. the act of one who does what a given verb describes
-ion, *-tion*	act, condition, or result of
-ling	1. small or lesser 2. of

SUFFIXES

OBJECTIVE: Decoding and Word Meaning GRADE: 4-6

Grade 6 (continued)

-ship	1. state or quality of 2. rank 3. art or skill
-teen	added to ten
-ty	1. quality or condition of 2. tens; ten times
-y	1. the act or action of 2. the state or quality of being

II. Suffixes for Verbs

-ate	become or cause to become
-ize	1. make into or like; become 2. act in a certain way; treat; engage in 3. treat; combine with; subject to the action of

III. Suffixes for Adjectives

-able, *-ible*	1. that can or may be done 2. that exists as a condition
-ed	characterized by
-en	make of; like
-ful	1. full of 2. tending or like to
-ish	1. like 2. somewhat; rather 3. of; belonging to
-less	1. free from; without 2. unable to do or to be
-like	similar to

SUFFIXES

OBJECTIVE: Decoding and Word Meaning GRADE: 4-6

Grade 6 (continued)

-ly	1. each; every 2. like; similar
-teen	added to ten
-th	1. a state of quality of being or having 2. an order or place of a number in a series
-ty	tens; ten times
-ward, -wards	in the direction of
-ways	manner or direction
-wise	direction or manner of
-y	1. full of; characterized by 2. having the characteristics of; like

IV. Suffixes for Adverbs

-ly	like; similar
-ward, -wards	in the direction of
-ways	manner or direction
-wise	direction or manner of

DW-0.24

SKILL DIFFICULTY CHART
CONTENT SUPPLEMENT

PREFIXES

OBJECTIVE: Decoding and Word Meaning GRADE: 7 & 8

This supplement is cumulative in the sense that prefixes at Grade 8 are also fair game for subsequent grades.

Grade 7

(Any appropriate prefixes for this grade)

Grade 8

I. Negative Prefixes

in-, il-, im-, ir-	not; without
mis-	wrongly, poorly; bad

II. Time or Order Prefixes

post-	after; following
pre-	1. before in time, rank, position, etc. 2. ahead of when necessary

III. Degree, Size, and Number Prefixes

sub-	1. almost; nearly; less than 2. below or lower in position, rank, etc. 3. further divided into smaller parts
super-	1. greater in quantity, size, strength, etc. 2. specially, unusually
tri-	1. having three 2. happening every third time

PREFIXES

OBJECTIVE: Decoding and Word Meaning GRADE: 7 & 8

Grade 8 (continued)

IV. Location Prefixes

fore-	before; in advance; front
sub-	below or lower in position, rank, etc.
trans-	over; across; through

V. Other Prefixes

co-	1. together with; at the same time 2. equal
en-	1. put on or into, surround; close in 2. make 3. add strength to a meaning
pro-	for, in favor of; in place of

SKILL DIFFICULTY CHART
CONTENT SUPPLEMENT

SUFFIXES

OBJECTIVE: Decoding and Word Meaning GRADE: 7 & 8

This supplement is cumulative in the sense that suffixes at Grade 8 are also fair game for subsequent grades.

Grade 7

(Any appropriate suffixes for this grade)

Grade 8

I. Suffixes for Nouns

-age	1. act of; state of 2. cost of; amount of 3. place of
-ance, *-ence*	act of, condition of, state of, or quality of
-ism	1. the act or result of 2. the state, condition or quality of 3. theory; belief
-ist	1. one who practices; one whose profession is 2. one who believes in; one who is a student of
-ity	state; quality

SUFFIXES

OBJECTIVE: Decoding and Word Meaning GRADE: 7 & 8

Grade 8 (continued)

-ment	1. result of; act of 2. means of; thing used for 3. condition; state of being
-ness	quality or state of being
-ware	manufactured products made of or from

II. Suffixes for Verbs

-en	1. make or become 2. gain; cause to have
-fy, *-ify*	1. make; become 2. cause to feel or have

III. Suffixes for Adjectives

-ant, *-ent*	1. doing; showing; having 2. being or acting in a particular way
-ic	1. of the nature of; like 2. in the manner of 3. consisting of; containing
-ious, *-ous*	having or characterized by; full of

TEACHING OUR SKILLS
WHAT SKILLS OUGHT TO BE CONSIDERED

OBJECTIVE: Decoding and Word Meaning GRADE: 7

Objective

The student can use word recognition skills and can determine the meanings of words.

Suggested Measurement Strategy

Identifying the meaning of given words or terms. These may be words selected from a content field such as social studies or the sciences; terminology associated with product labels, application forms, consumer and governmental publications, and legal documents; words with one or more affixes; compound words; words with a synonym, antonym, homonym, or multiple meaning; words used connotatively; words used figuratively; or words defined by their context.

Subskills

The open circles O indicate subskills for you to consider in your instruction.

O 1. Sight Recognition

The student can match words either to pictures of familiar objects or to definitions.

2. Phonetic Decoding

The student can recognize words by applying phonetic rules.

O 3. Contextual Word Meaning

The student can determine the meaning of words used in a selection from the context of the selection.

O 4. Structural Word Meaning

The student can determine the meanings of words in a selection by applying structural rules.

OBJECTIVE: Decoding and Word Meaning GRADE: 7

Other Important Skills

The open circles O indicate other important skills for you to consider in your instruction. Add other skills that you feel are also important.

1. Visual Discrimination

   The student can discriminate among various letters, letter groups, and/or words. This skill underlies all aspects of decoding and word meaning and is particularly crucial when applying the skill of sight recognition.

2. Auditory Discrimination

   The student can discriminate among common sounds and sound clusters heard in American speech.

3. Knowledge of Phonetic Rules

   The student can match letters and letter groups with their most common sounds. This may require being able to apply phonetic rules in order to select between alternative sounds for a given letter or letter group.

○ 4. Comprehension of Syntactic Indicators

   The student can use the syntax of a sentence as an aid in determining relationships between ideas. For example, a sentence that contains the word "but" establishes a relationship of difference, while a sentence that contains the word "or" establishes a relationship of similarity. Such relationships can be used as contextual clues to the meanings of unfamiliar sounds.

○ 5. Utilization of Descriptive Materials

   The student can use any descriptive material that may be contained in a sentence as an aid to inferring the meaning of any unfamiliar word. This material may be in the form of a situation that exemplifies the unfamiliar word, a descriptive phrase that refers to the word, or a synonym or antonym for the unfamiliar word.

○ 6. Judgment of Definition's Plausibility

   The student can determine whether a proposed definition for an unfamiliar word reasonably fits the context of the sentence in which the word occurs.

○ 7. Knowledge of Prefixes and Suffixes

   The student can recognize and/or define common prefixes and suffixes.

TESTING OUR SKILLS
HOW SKILLS ARE TESTED

OBJECTIVE: Decoding and Word Meaning GRADE: 7
SUBSKILL: Sight Recognition

Sample Item and Directions

Not applicable.

Write Your Own Item

Use the other sample items, the Skill Difficulty Chart, and the Suggested Measurement Strategy for this objective to write your own item.

Write your own item here.

HOW SKILLS ARE TESTED

OBJECTIVE: Decoding and Word Meaning GRADE: 7
SUBSKILL: Contextual Word Meaning

Sample Item and Directions

Not applicable.

Write Your Own Item

Use the other sample items, the Skill Difficulty Chart, and the Suggested Measurement Strategy for this objective to write your own item.

Write your own item here.

HOW SKILLS ARE TESTED

OBJECTIVE: Decoding and Word Meaning GRADE: 7
SUBSKILL: Structural Word Meaning

Sample Item and Directions

Not applicable.

Write Your Own Item

Use the other sample items, the Skill Difficulty Chart, and the Suggested Measurement Strategy for this objective to write your own item.

Write your own item here.

TEACHING OUR SKILLS
WHAT SKILLS OUGHT TO BE CONSIDERED

OBJECTIVE: Decoding and Word Meaning GRADE: 8

Objective

The student can use word recognition skills and can determine the meanings of words.

Suggested Measurement Strategy

Identifying the meaning of given words or terms. These may be words selected from a content field such as social studies or the sciences; terminology associated with product labels, application forms, consumer and governmental publications, and legal documents; words with one or more affixes; compound words; words with a synonym, antonym, homonym, or multiple meaning; words used connotatively; words used figuratively; or words defined by their context.

Subskills

The solid circles ● indicate the subskills tested. The open circles O indicate subskills for you to consider in your instruction.

● 1. Sight Recognition

The student can match words either to pictures of familiar objects or to definitions.

2. Phonetic Decoding

The student can recognize words by applying phonetic rules.

● 3. Contextual Word Meaning

The student can determine the meanings of words used in a selection from the context of the selection.

● 4. Structural Word Meaning

The student can determine the meanings of words in a selection by applying structural rules

OBJECTIVE: Decoding and Word Meaning GRADE: 8

Other Important Skills

The open circles O indicate other important skills for you to consider in your instruction. Add other skills that you feel are also important.

1. Visual Discrimination

   The student can discriminate among various letters, letter groups, and/or words. This skill underlies all aspects of decoding and word meaning and is particularly crucial when applying the skill of sight recognition.

2. Auditory Discrimination

   The student can discriminate among common sounds and sound clusters heard in American speech.

3. Knowledge of Phonetic Rules

   The student can match letters and letter groups with their most common sounds. This may require being able to apply phonetic rules in order to select between alternative sounds for a given letter or letter group.

○ 4. Comprehension of Syntactic Indicators

   The student can use the syntax of a sentence as an aid in determining relationships between ideas. For example, a sentence that contains the word "but" establishes a relationship of difference, while a sentence that contains the word "or" establishes a relationship of similarity. Such relationships can be used as contextual clues to the meanings of unfamiliar sounds.

○ 5. Utilization of Descriptive Materials

   The student can use any descriptive material that may be contained in a sentence as an aid to inferring the meaning of any unfamiliar word. This material may be in the form of a situation that exemplifies the unfamiliar word, a descriptive phrase that refers to the word, or a synonym or antonym for the unfamiliar word.

○ 6. Judgment of Definition's Plausibility

   The student can determine whether a proposed definition for an unfamiliar word reasonably fits the context of the sentence in which the word occurs.

○ 7. Knowledge of Prefixes and Suffixes

   The student can recognize and/or define common prefixes and suffixes.

TESTING OUR SKILLS
HOW SKILLS ARE TESTED

OBJECTIVE: Decoding and Word Meaning GRADE: 8
SUBSKILL: Sight Recognition

Sample Item and Directions

(Student reads.)

Directions: Read the selection in the box.
Answer the question about the underlined word.
Mark the letter of your choice on your answer sheet.

> The class was jubilant.

In this sentence, jubilant means:

(A) joyful (correct)

(B) angry

(C) unhappy

(D) relaxed

Write Your Own Item

HOW SKILLS ARE TESTED

OBJECTIVE: Decoding and Word Meaning GRADE: 8
SUBSKILL: Contextual Word Meaning

Sample Item and Directions

(Student reads.)

Directions: Read the selection in the box.
Answer the question about the underlined word.
Mark the letter of your choice on the answer sheet.

> After our team won the state championship, Mary ran out of the stadium shouting school cheers. Her more raucous friends followed her yelling at the top of their lungs.

In these sentences, raucous means:

(A) wild (correct)

(B) unkind

(C) calm

(D) rich

Write Your Own Item

HOW SKILLS ARE TESTED

OBJECTIVE: Decoding and Word Meaning GRADE: 8
SUBSKILL: Structural Word Meaning

Sample Test Item and Directions

(Student reads.)

Directions: Read the selection in the box.
Answer the question about the underlined word.
Mark the letter of your choice on your answer sheet.

The decision was unjust.

In this sentence, unjust means:

(A) too generous

(B) not popular

(C) perfectly correct

(D) not fair (correct)

Write Your Own Item

Details

TABLE OF CONTENTS

GRADE: All	Page
TEACHING OUR SKILLS	
What Skills Ought to Be Considered	DE-0.2
What Are Some Ideas for Activities	DE-0.3
TESTING OUR SKILLS	
How Skills Are Tested	DE-0.10
Skill Difficulty Chart	DE-0.11
GRADE: 7	
TEACHING OUR SKILLS	
What Skills Ought to Be Considered	DE-7.1
TESTING OUR SKILLS	
How Skills Are Tested	DE-7.2
GRADE: 8	
TEACHING OUR SKILLS	
What Skills Ought to Be Considered	DE-8.1
TESTING OUR SKILLS	
How Skills Are Tested	DE-8.2

TEACHING OUR SKILLS
WHAT SKILLS OUGHT TO BE CONSIDERED

OBJECTIVE: Details GRADE: All

Objective

The student can accurately comprehend the details in a reading selection.

Explanation

Being able to comprehend details while reading is an essential skill. Details communicate a wealth of specific information. They also can indicate the sequence in which a series of events occurs. A reading selection's details must be comprehended before the selection's overall meaning can be determined.

Subskills: Overview

This objective is not broken down into subskills for testing purposes. The symbol O is used to indicate that the skill is not tested but needs to be considered instructionally. The symbol ● indicates that the skill is tested.

OBJECTIVE	GRADES											
	1	2	3	4	5	6	7	8	9	10	11	12
1. Details The student can accurately comprehend the details in a reading selection.	●	●	●	O	O	●	O	●	O	O	●	O

OBJECTIVE: Details GRADE: All

Other Important Skills: Overview

Instructionally, there are some other skills that must be considered in addition to those identified for testing under this objective. The symbol O is used to indicate that the skill is not tested but needs to be considered instructionally.

SKILLS	GRADES											
	1	2	3	4	5	6	7	8	9	10	11	12
1. Comprehension of Question Words The student understands the type of information required by the question words "who", "what", "where", "why", "how", "which", "how much", "how many", and "how often". "Who", for example, refers to a person, while "where" refers to a place.	O	O	O	O	O	O	O	O	O	O	O	O
2. Location of Information The student can isolate the key words in a question and use those words to locate specified details in a reading selection.	O	O	O	O	O	O	O	O	O	O	O	O
3. Identification of Events The student can isolate the individual events in a selection that make up a sequence of events.		O	O	O	O	O	O	O	O	O	O	O
4. Identification of Sequential Order The student can determine the correct chronological order for a group of events narrated in a reading selection. This includes the ability to identify the order of events relative to each other (for example, determining the event that occurs first, last, just before, or just after another event).		O	O	O	O	O	O	O	O	O	O	O

WHAT ARE SOME IDEAS FOR ACTIVITIES

OBJECTIVE: Details GRADE: All

Activities

On the following pages are some ideas for developing your own activities. These activities are intended only as examples to stimulate your thinking. The activities are not intended to be prescriptive. You can use these activities to help in building student skills.

For each activity, the purpose, the materials you need, and the directions are given. The activities are not designated by grade level since many of them can be adapted for use in earlier or later grades. You may wish to add worksheets and/or activities of your own.

Resources

Below is space for you to note resource materials appropriate for the grade(s) you teach.

Objective	Resource Material
Details	

ACTIVITY: The Big Question GRADE: Early

Purpose: To provide practice on identifying various kinds of details and the questions used

Materials: Brief Story Written on Chalkboard

Write a three-sentence story on the chalkboard. Omit from each sentence the word or phrase that would indicate a particular type of detail (for example, a detail about place). Put a question word cuing the kind of detail required in each blank.

Example: Last night, there was a loud noise (where?). The dog went (where?). The cat ran (where?).

Directions:

1. Have students suggest words or phrases to fill each blank.

2. When the story is completed, ask a question that corresponds to the detail words in each blank.

   Example: "Where was the loud noise?"
   "Where did the dog go?"
   "Where did the cat go?"

3. Practice other types of detail questions and answers by using the same story framework but changing the blanks to require words that answer "what", "when", "who", etc.

ACTIVITY: Order, Please GRADE: Early

Purpose: To give students practice in reading selections for events and their sequence

Materials: Short Story

Directions:

1. Have students read a short, lively, event-filled story. Ask a volunteer to pantomime an event from the middle of the story.

2. After the pantomime, have another student identify the event by reading aloud the corresponding sentence in the story. (For example, "The boy drank the strange liquid".)

3. Ask a third student to pose a sequence question about the event just enacted. (For example, "What happened just after the boy drank the strange liquid?".) Then another student acts out the event asked for by the question.

4. After all the events have been performed and listed on the board, students can re-enact the events from beginning to end in sequence as other students call out the correct sequence from the list on the board.

ACTIVITY: Read n' Run GRADE: Early

Purpose: To give students practice in locating information speedily and accurately

Materials: Reading Selection and Details Questions

Pick out a reading selection that can be read fairly quickly. Write multiple-choice detail questions, based on the selection, on separate index cards. Construct two relay courses, each with two stopping places, Point A and Point B. Point A has the details questions placed in a box. Point B has the reading selection upon which the questions are based.

Directions:

1. Divide the class into two teams. Place each team in front of a relay course.

2. At a signal from the teacher, the first runner on each team goes to that team's Point A and picks at random a detail question from the box. The runner reads the question and advances with it to Point B.

3. At Point B, the runners read through the reading selection until they have found the correct answer to their question. They circle their choice on the question card, then go back to their team.

4. Each runner tags the next runner who immediately goes off to follow the same course. After players finish the course and tag the next runner, they go to the teacher to have their answers checked. If an answer choice is incorrect, the players must go to the end of their team's line-up and re-run the course until they have answered a question correctly. The team that has all it players complete the course first wins the relay.

ACTIVITY: See the Sequence GRADE: Later

Purpose: To provide practice in placing a story in sequence of events

Materials: Story Describing a Sequence of Events

Directions:

1. Assign a story for the class to read.

2. After students have read the story, ask students to isolate the first and the last events in the story. Write the events on the chalkboard, leaving a large space between them.

3. Ask a student to name an event that occurs in the middle of the story. Place this event between the other two already listed on the chalkboard.

4. Begin questioning students about the other events in the story by asking for an identification of the event that comes just before or just after the one listed on the board.

   Example: "What happened just after the explorers met the strange beast?"

5. Have students respond by writing the event requested in the appropriate place on the chalkboard.

6. Allow students to take over the questioning until all the story's events are written on the chalkboard in their correct order of occurrence.

ACTIVITY: Find the Key, Unlock the Detail GRADE: Later

Purpose: To call attention to the details in a reading selection, the key words or phrases contained in those details and the question words used to ask about details

Materials: Selection at Least Three Paragraphs Long

Directions:

1. Have students read a selection that is at least three paragraphs long.

2. List the question words "who", "what", "when", "where", "how" and "why" on the chalkboard. Ask the class to read the first paragraph of the selection in order to find information that corresponds to each of the question words on the list.

3. Students fill in the chart by listing key words or phrases next to the question words that they seem to answer.

   Example:

First Paragraph	
WHO?	Tom Bronson, Ed Rock, Leon Evans
WHAT?	traveled in a balloon
WHERE?	around the world
WHEN?	from June 1979-June 1980
WHY?	to see the world/to have fun
HOW?	hot-air balloon

4. When all the required details of the first paragraph have been listed, the class divides into as many groups as there are additional paragraphs in the story. Each group is assigned to list the details of a particular paragraph. After the groups have catalogued all their details and written them on the board, they can view and evaluate one another's work.

ACTIVITY: Picky Private Eyes GRADE: Later

Purpose: To emphasize the careful and accurate reading of details

Materials: Reading Selection with Many Details and Modified Version of the Selection

Take a reading selection that has many details and write it on one page. Write a modified version of the story on a second page. In the changed version, the details are changed but the selection is structurally the same. An example follows.

Original Copy

Lewis sniffed the air. "What was that strange odor?", he wondered. Then he knew: someone in that dark house had turned on the gas!

Lewis panicked. "Sam!" he shouted. There was no answering voice. There was ticking of the old clock on the shelf to his right.

Changed Copy

Sam sniffed the air. "What was that sweet odor?", he wondered. Then he knew: someone in that cold house had turned on the heat!

Lewis panicked. "Sam!" he shouted. There was no answering voice. There was only the ticking of the big clock on the shelf to his left.

Make copies of each version for the students in your class.

Directions:

1. Distribute copies of the original reading selection. Have students read the selection silently.

2. Distribute a second paper containing the changed version of the selection. Explain that certain details in the changed version differ from those in the first.

3. Ask students to become detectives and search out the changed details. Tell students to carefully compare the two selections and underline words and phrases in the changed version that do not match those in the original one. If desired, tell students the number of changes to be found in order to guide them in their search. A time limit may also be imposed on the search.

4. When students have finished their detective work, have individuals identify the details they have found and have them explain how each new detail changes the story.

ACTIVITY: News Time GRADE: Later

Purpose: To provide practice in identifying details

Materials: Newspaper Articles

Have students bring news articles to class.

Directions:

1. Ask students to compose five detail questions about each article. One of the five questions should be unanswerable; that is, there is no information given in the selection that answers it. The unanswerable question should be plausible and related to the selection in some way. Students should write the answers to their questions on a separate sheet of paper.

2. Students attach their articles to their questions and exchange materials with one another.

3. Students read the questions received from their classmates and then use the news articles to locate the answers. They indicate which questions have no answers given.

4. After completing the questions, students check their answers with the classmates who originated the questions.

TESTING OUR SKILLS
HOW SKILLS ARE TESTED

OBJECTIVE: Details GRADE: All

Test Item Description: Overview

For Details, the student is presented with a reading selection and then must identify a piece of information from the selection. Details is not divided into subskills for testing. Details concern "who", "what", "where", "when", "why", "how", "how many", and "in what sequence".

The selections vary from simple paragraphs at Grade 1 to more difficult selections such as newspaper articles and government documents in later grades. The nature of the selections also increases in difficulty, from a detail contained in a single sentence at Grade 1 to a selection describing events that may not be in sequential order in later grades. The difficlty is controlled by the use of the "Skill Keys" presented in the following chart (for example, TYPE OF SELECTION).

NATURE OF SELECTION and TYPE OF DETAIL are the key features that are varied across grades to make sure that each subskill is accurately measured.

DE-0.11

SKILL DIFFICULTY CHART

OBJECTIVE: Details GRADE: All

SUB.	SKILL KEYS	GRADE 1	GRADE 2	GRADE 3	GRADE 4*	GRADE 5*	GRADE 6	GRADE 7*	GRADE 8	GRADES 9-12*
D E T A I L S	TYPE OF SELECTION	Simple paragraphs	Simple paragraphs and sets of non-sequential directions	Simple paragraphs, description of a sequence of events, sets of non-sequential directions and sets of sequential directions			Stories; sets of directions; and excerpts from newspapers, magazines and books		Newspaper articles; business letters; consumer, legal, or governmental documents; and excerpts from stories	
	NATURE OF SELECTION	A selection develops a single topic with details	A selection develops a single topic with details	A selection describes a sequence of events or a set of directions that are presented in sequential order Sequential order will be made clear by key words such as: first, next, then, after, later, last, and finally			A selection describes events or directions that may or may not be presented in sequential order Order implied by a logical sequencing of events and use of some key words such as: first, next, then, after, later, last, and finally		A selection describes events or directions that may or may not be presented in sequential order Order implied by a logical sequencing of events and use of some key words such as: first, next, then, after, later, last, and finally	
	TYPE OF DETAIL	A piece of information such as a name (who), a quantity (how much or how many), an object (what), a characteristic (which), a location (where)	A piece of information such as a name (who), a quantity (how much or how many), an object (what), a characteristic (which), a location (where)	A piece of information such as a name (who), a quantity (how much or how many), an object (what), a characteristic (which), a location (where), an action (how), a reason (why)			A piece of information such as a name (who), a quantity (how much or how many), an object (what), a characteristic (which), a location (where), an action (how), a reason (why), a time (when or how often), an order (in what sequence)		A piece of information such as a name (who), a quantity (how much or how many), an object (what), a characteristic (which), a location (where), an action (how), a reason (why), a time (when or how often), an order (in what sequence)	

*Refer to the Suggested Measurement Strategy for the State Objective.

TEACHING OUR SKILLS
WHAT SKILLS OUGHT TO BE CONSIDERED

OBJECTIVE: Details GRADE: 7

Objective

The student can accurately comprehend the details in a reading selection.

Suggested Measurement Strategy

Answering questions that ask "who", "what", "where", "when", "why", "how", "how many", or "in what sequence" about information that has been directly stated in reading selections. These selections may be sets of directions; product labels; consumer, governmental, or legal documents; editorials, feature articles, or news stories; business letters; stories; poems; or excerpts from books.

OBJECTIVE: Details GRADE: 7

Other Important Skills

The open circles O indicate other important skills for you to consider in your instruction. Add other skills that you feel are also important.

○ 1. Comprehension of Question Words

The student understands the type of information required by the question words "who", "what", "where", "why", "how", "which", "how much", "how many", and "how often". "Who", for example, refers to a person, while "where" refers to a place.

○ 2. Location of Information

The student can isolate the key words in a question and use those words to locate specified details in a reading selection.

○ 3. Identification of Events

The student can isolate the individual events in a selection that make up a sequence of events.

○ 4. Identification of Sequential Order

The student can determine the correct chronological order for a group of events narrated in a reading selection. This includes the ability to identify the order of events relative to each other (for example, determining the event that occurs first, last, just before, or just after another event).

DE-7.2

TESTING OUR SKILLS
HOW SKILLS ARE TESTED

OBJECTIVE: Details GRADE: 7

Sample Item and Directions

Not applicable.

Write Your Own Item

Use the other sample items, the Skill Difficulty Chart, and the Suggested Measurement Strategy for this objective to write your own item.

Write your own item here.

TEACHING OUR SKILLS
WHAT SKILLS OUGHT TO BE CONSIDERED

OBJECTIVE: Details GRADE: 8

Objective

The student can accurately comprehend the details in a reading selection.

Suggested Measurement Strategy

Answering questions that ask "who", "what", "where", "when", "why", "how", "how many", or "in what sequence" about information that has been directly stated in reading selections. These selections may be sets of directions; product labels; consumer, governmental, or legal documents; editorials, feature articles, or news stories; business letters; stories; poems; or excerpts from books or plays.

OBJECTIVE: Details GRADE: 8

Other Important Skills

The open circles O indicate other important skills for you to consider in your instruction. Add other skills that you feel are also important.

○ 1. Comprehension of Question Words

The student understands the type of information required by the question words "who", "what", "where", "why", "how", "which", "how much", "how many", and "how often". "Who", for example, refers to a person, while "where" refers to a place.

○ 2. Location of Information

The student can isolate the key words in a question and use those words to locate specified details in a reading selection.

○ 3. Identification of Events

The student can isolate the individual events in a selection that make up a sequence of events.

○ 4. Identification of Sequential Order

The student can determine the correct chronological order for a group of events narrated in a reading selection. This includes the ability to identify the order of events relative to each other (for example, determining the event that occurs first, last, just before, or just after another event).

TESTING OUR SKILLS
HOW SKILLS ARE TESTED

OBJECTIVE: Details GRADE: 8

Sample Item and Directions

(Student reads.)

Directions: Read the selection in the box.
Answer each question that follows.
Mark the letter of your choice on your answer sheet.

DONKEY, ZEBRA, ZONKEY

From time to time, kinds of animals that never existed before are born. They come from the crossing of species within an animal family. One such creature is called a zonkey. This new member of the horse family lives in the Jerusalem Biblical Zoo in Israel. One observer said the zonkey looks "like a donkey wearing knee socks." Why not? After all, the zonkey's father is a donkey. Those striped lower legs come from its mother, who is a zebra.

Although the zonkey is new, it's not completely alone in the family of horses. It has a sort of brother, called a debra, who is the child of a zebra father and a donkey mother. There are two known debras in the world, one in the United States and the other in England.

What is extra-special about the zonkey, though, is that it may be going to have a baby zonkey. It's so rare for animals born of two species to give birth, that zoo officials in Jerusalem are watching the zonkey with great interest.

What animal is the father of a debra?

(A) a donkey
(B) a zebra (correct)
(C) a zonkey
(D) a debra

Write Your Own Item
Use the back of this page.

Main Idea

TABLE OF CONTENTS

GRADE: All — Page

TEACHING OUR SKILLS
- What Skills Ought to Be Considered MI-0.2
- What Are Some Ideas for Activities MI-0.3

TESTING OUR SKILLS
- How Skills Are Tested MI-0.8
- Skill Difficulty Chart MI-0.9

GRADE: 7

TEACHING OUR SKILLS
- What Skills Ought to Be Considered MI-7.1

TESTING OUR SKILLS
- How Skills Are Tested MI-7.2

GRADE: 8

TEACHING OUR SKILLS
- What Skills Ought to Be Considered MI-8.1

TESTING OUR SKILLS
- How Skills Are Tested MI-8.2

TEACHING OUR SKILLS
WHAT SKILLS OUGHT TO BE CONSIDERED

OBJECTIVE: Main Idea GRADE: All

Objective

The student can determine the main idea of a reading selection.

Explanation

The ability to comprehend the central message of a reading selection is one of the most necessary skills a competent reader must possess. Adults must comprehend the main ideas of passages in newspapers, magazines, and other types of reading selections. Children must comprehend the main ideas of reading selections both in school and out-of-school. Throughout life, an individual will frequently face situations in which this skill is required.

Subskills: Overview

The subskills identified for testing this objective are listed in the chart. The symbol O is used to indicate that the subskill is not tested but needs to be considered instructionally. The symbol ● indicates that the subskill is tested.

SUBSKILLS	GRADES											
	1	2	3	4	5	6	7	8	9	10	11	12
1. Restated Main Idea The student can identify or generate a verbatim statement of the main idea when the main idea is explicitly stated in a reading selection.	●	●	●	O								
2. Paraphrased Main Idea The student can identify or generate a paraphrased statement of the main idea when the main idea is explicitly stated in a reading selection.	●	●	●	O	O	●	O	●	O	O	●	O
3. Inferred Main Idea The student can identify or generate an inferred statement of the main idea when the main idea is not explicitly stated in a reading selection.	●	●	●	O	O	●	O	●	O	O	●	O

OBJECTIVE: Main Idea GRADE: All

Other Important Skills: Overview

Instructionally, there are some other skills that must be considered in addition to those identified for testing under this objective. The symbol O is used to indicate that the skill is not tested but needs to be considered instructionally.

SKILLS	GRADES											
	1	2	3	4	5	6	7	8	9	10	11	12
1. Recognizing Vocabulary The student can recognize the words used in a reading selection and understands their meanings within the context of the selection.	O	O	O	O	O	O	O	O	O	O	O	O
2. Identifying a Selection's Major Points The student can determine the important details in a selection. These details often appear in a position of emphasis, such as the beginning or end of a selection, or are repeated and amplified within the selection. Such important points in a selection give clues as to the selection's main idea.	O	O	O	O	O	O	O	O	O	O	O	O
3. Determining the Accuracy of a Potential Main Idea Statement The student can determine whether a potential main idea statement is accurate according to the information contained in a reading selection. If a statement is either contradicted or unsupported by information in the selection, the statement is inaccurate. Because a correct main idea statement may be paraphrased, students mastering this skill can also discern the accuracy of paraphrases. An inaccurate paraphrase will be contradicted by information in the reading selection. The same holds true for a main idea that is implied by the selection.	O	O	O	O	O	O	O	O	O	O	O	O
4. Determining the Scope of a Potential Main Idea Statement The student can determine whether a potential main idea statement is general enough to reflect all of a selection's major points without being so general that it is excessively broad. If a statement focuses on a detail from a selection, the statement is not appropriate in scope but too narrow in scope. If a statement overgeneralizes beyond what is in a selection, the statement is not appropriate in scope but too broad in scope.	O	O	O	O	O	O	O	O	O	O	O	O

WHAT ARE SOME IDEAS FOR ACTIVITIES

OBJECTIVE: Main Idea GRADE: All

Activities

On the following pages are some ideas for developing your own activities. These activities are intended only as examples to stimulate your thinking. The activities are not intended to be prescriptive. You can use these activities to help in building student skills.

For each activity, the purpose, the materials you need, and the directions are given. The activities are not designated by grade level since many of them can be adapted for use in earlier or later grades. You may wish to add worksheets and/or activities of your own.

Resources

Below is space for you to note resource materials appropriate for the grade(s) you teach.

Subskill	Resource Material
1. Restated Main Idea	
2. Paraphrased Main Idea	
3. Inferred Main Idea	

ACTIVITY: Pair-a-Phrase GRADE: Early

Purpose: To provide practice in understanding the difference between accurate and inaccurate paraphrases

Materials: Main Idea Sentences

Generate sentences similar to the main idea statements which might be found in reading selections.

Directions:

1. Explain paraphrasing to students.
2. Supply students with a main idea sentence.
3. Ask each student to develop one accurate and one inaccurate paraphrase for the statement.
4. Have these "pairs-of-phrases" exchanged so that students can practice discriminating between accurate and inaccurate paraphrases.
5. Some examples can be put on the board and discussed by the entire class.

ACTIVITY: Word Wagon GRADE: Early

Purpose: To promote vocabulary recognition

Materials: List of New Vocabulary Words

Each week place a set of vocabulary words on the chalkboard, possibly below a drawing of a wagon loaded with words.

Directions:

1. Students can be asked to carry a weekly load of new words in their personal "word wagon."
2. Discuss the new words with students.

   Example: "Does anyone know what this word is?"
   "What does it mean?"
   "Make a sentence using the word."

3. Students can be given the definitions for the words or asked to find these definitions themselves during the week. Words should be studied in the context of sentences. New words should be used in reading, writing, speaking, and listening activities during the Word Wagon Week and subsequent weeks.

ACTIVITY: Skimping on Scope GRADE: Early

Purpose: To promote the skill of determining appropriate scope, that is, to sensitize students to statements which are too narrow to encompass satisfactorily a paragraph's major points

Materials: Short-Reading Selections

Directions:

1. Give students short reading selections.
2. Ask students to create main idea statements based on these selections. Students should deliberately design their statements to be too narrow in their scope, that is, "don't tell enough about the paragraph".
3. Have students share their statements. Discuss any statements which do not seem to be narrow in scope.
4. Repeat the exercise, but this time have students deliberately design their statements to be too broad in scope, that is, go beyond the selection's major point.

ACTIVITY: Original Main Idea Statements GRADE: Early

Purpose: To provide practice on determining accuracy and scope of main idea statements

Materials: Main Idea Paragraph

Select different types of reading selections, some having explicitly-stated main ideas and other having implicitly-stated main ideas.

Directions:

1. Have students read different types of selections and then write out a statement of each selection's main idea.
2. Students exchange their work with each other, then critique each main idea statement on the basis of accuracy and appropriate scope.
3. Particularly good main idea statements can be read aloud and discussed by the whole class.

ACTIVITY: Accuracy, Accuracy, Accuracy GRADE: Later

Purpose: To provide practice in judging whether a reading selection provides accurate or inaccurate support for potential main idea statements

Materials: Elaborate Reading Passages

Directions:

1. Present a fairly elaborate reading passages to students.
2. Supply students with a list of statements which are either accurate or inaccurate according to the reading selection.
3. Have students decide whether each statement is accurate or not, just as in a true/false practice quiz.
4. Discuss the statements for which there is substantial disagreement among students.

ACTIVITY: Scope Cope GRADE: Later

Purpose: To emphasize the significance of appropriate scope as a criterion for judging potential main idea statements

Materials: Reading Passages plus Main Idea Statements

Select several reading passages. Then construct main idea statements which are either: (a) too narrow, (b) too broad, or (c) "just right".

Directions:

1. Give students practice exercises.
2. Have students judge the scope of each statement.
3. Discuss statements for which there is substantial disagreement among students.

ACTIVITY: Copy Editor GRADE: Later

Purpose: To provide practice in determining accuracy and appropriateness of scope

Materials: Newspaper Articles

Directions:

1. Ask students to select a newspaper article and then create a main-idea statement about the article which incorporates both accuracy and appropriate scope.
2. Other students are to read the article and judge whether the accompanying main idea statement is satisfactory.
3. If a statement is deemed unsatisfactory, the reviewers should write revised versions.

ACTIVITY: Listening for Main Ideas GRADE: Later

Purpose: To provide practice in determining accuracy and appropriateness of scope through listening skills

Materials: Reading Passages

Directions:

1. Read some passages aloud to the class.
2. Have students write down statements about the passage and then share with each other those statements that they think reflect the main idea of each passage.
3. Apply the criteria of accuracy and appropriate scope in judging student efforts.
4. Discuss the results.

TESTING OUR SKILLS
HOW SKILLS ARE TESTED

OBJECTIVE: Main Idea GRADE: All

Test Item Description: Overview

For Main Idea, the student is presented with a reading selection from which the student must extract the central meaning. The student must identify three types of main ideas: restated main idea, paraphrased main idea, and inferred main idea. These main idea types build on each other in terms of difficulty with the restated main idea being the least difficult skill and inferred main idea the most difficult skill.

As grade level increases, reading selections used in the test items become increasingly more difficult, and the main idea of the selection becomes less explicit. The difficulty is controlled by the use of the "Skill Keys" presented in the following chart (for example, TYPE OF SELECTION and NATURE OF SELECTION).

NATURE OF SELECTION and NATURE OF MAIN IDEA are the key features that are varied to make sure that each subskill is accurately measured.

1. Restated Main Idea - The student should be able to identify the main idea which is restated exactly as presented in the reading selection. Therefore, the main idea is explicitly stated in the selection. This subskill, which represents the lowest difficulty level of the main idea objective, is tested only at Grades 1 through 3, but, nevertheless, is a first step in building this skill regardless of grade level.

2. Paraphrased Main Idea - The student should be able to identify the main idea which is paraphrased from the main idea statement in the reading selection. Therefore, the main idea is explicitly stated in the selection. As grade level increases, the extent to which the main idea statement from the selection is paraphrased also increases.

3. Inferred Main Idea - The student should be able to identify the main idea which must be inferred from the reading selection. Therefore, the main idea is not explicitly stated in the selection. As grade level increases, the level of inference required by the student increases from a very low level in Grade 1 to higher levels in later grades. For example, in Grade 1, all supporting sentences in the selection would be directly related to the main idea. In the later grades, the main idea would be derived from several supporting sentences.

SUB.	SKILL KEYS	GRADE 1	GRADE 2	GRADE 3	GRADE 4*	GRADE 5*	GRADE 6	GRADE 7*	GRADE 8	GRADES 9-12*
I M N A F I E N R	NATURE OF SELECTION	Main idea not explicitly stated, parts of it contained in one to two key sentences of paragraph	Main idea not explicitly stated, parts of it contained in one to two sentences anywhere in paragraph	Main idea not explicitly stated, parts of it contained in one to two sentences anywhere in paragraph			Main idea not explicitly stated, parts of it contained in sentences anywhere in selection		Main idea not explicitly stated, parts of it contained in sentences anywhere in selection	
R I E D D E A	NATURE OF MAIN IDEA	Inferred statement of selection's main idea Low level of inference required	Inferred statement of selection's main idea Higher level of inference required than at previous grade	Inferred statement selection's main idea Higher level of inference required than at previous grade			Inferred statement selection's main idea Higher level of inference required than at previous grade		Inferred statement selection's main idea Higher level of inference required than at previous grade	

*Refer to the Suggested Measurement Strategy for the State Objective.

MI-0.9

SKILL DIFFICULTY CHART

OBJECTIVE: Main Idea GRADE: All

SUB.	SKILL KEYS	GRADE 1	GRADE 2	GRADE 3	GRADE 4*	GRADE 5*	GRADE 6	GRADE 7*	GRADE 8	GRADES 9-12*
ALL SUBSKILLS	TYPE OF SELECTION	Simple paragraphs	Simple paragraphs	Simple non-fiction selections and stories			Articles from newspapers or magazines and excerpts from books		Articles from newspapers or magazines and excerpts from books	
RESTATED MAIN IDEA	NATURE OF SELECTION	Main idea explicitly stated in one sentence of paragraph	Main idea explicitly stated in one sentence anywhere in paragraph	Main idea explicitly stated in one sentence anywhere in paragraph			Not tested		Not tested	
	NATURE OF MAIN IDEA	Verbatim restatement of selection's main idea	Verbatim restatement of selection's main idea	Verbatim restatement of selection's main idea						
PARAPHRASED MAIN IDEA	NATURE OF SELECTION	Main idea explicitly stated in sentence of paragraph	Main idea explicitly stated anywhere in paragraph	Main idea explicitly stated anywhere in paragraph			Main idea explicitly stated anywhere in paragraph		Main idea explicitly stated anywhere in paragraph	
	NATURE OF MAIN IDEA	Slight paraphrase of selection's main idea	Slight paraphrase of selection's main idea Higher degree of paraphrase used than at previous grade	Slight paraphrase of selection's main idea Higher degree of paraphrase used than at previous grade			Paraphrase of selection's main idea Higher degree of paraphrase used than at previous grade		Paragraph of selection's main idea Higher degree of paraphrase used than at previous grade	

*Refer to the Suggested Measurement Strategy for the State Objective.

TEACHING OUR SKILLS
WHAT SKILLS OUGHT TO BE CONSIDERED

OBJECTIVE: Main Idea GRADE: 7

Objective

The student can determine the main idea of a reading selection.

Suggested Measurement Strategy

Identifying or generating statements that most accurately and comprehensively summarize the contents of reading selections. These selections may be paragraphs; editorials, feature articles, or news stories; business letters; essays; stories; or excerpts from books.

Subskills

The open circles O indicate subskills for you to consider in your instruction.

1. Restated Main Idea

   The student can identify or generate a verbatim statement of the main idea when the main idea is explicitly stated in a reading selection.

○ 2. Paraphrased Main Idea

   The student can identify or generate a paraphrased statement of the main idea when the main idea is explicitly stated in a reading selection.

○ 3. Inferred Main Idea

   The student can identify or generate an inferred statement of the main idea when the main idea is not explicitly stated in a reading selection.

OBJECTIVE: Main Idea GRADE: 7

Other Important Skills

The open circles O indicate other important skills for you to consider in your instruction. Add other skills that you feel are also important.

○ 1. Recognizing Vocabulary

The student can recognize the words used in a reading selection and understands their meanings within the context of the selection.

○ 2. Identifying a Selection's Major Points

The student can determine the important details in a selection. These details often appear in a position of emphasis, such as the beginning or end of a selection, or are repeated and amplified within the selection. Such important points in a selection give clues as to the selection's main idea.

○ 3. Determining the Accuracy of a Potential Main Idea Statement

The student can determine whether a potential main idea statement is accurate according to the information contained in a reading selection. If a statement is either contradicted or unsupported by information in the selection, the statement is inaccurate. Because a correct main idea statement may be paraphrased, students mastering this skill can also discern the accuracy of paraphrases. An inaccurate paraphrase will be contradicted by information in the reading selection. The same holds true for a main idea that is implied by the selection.

○ 4. Determining the Scope of a Potential Main Idea Statement

The student can determine whether a potential main idea statement is general enough to reflect all of a selection's major points without being so general that it is excessively broad. If a statement focuses on a detail from a selection, the statement is not appropriate in scope but too narrow in scope. If a statement overgeneralizes beyond what is in a selection, the statement is not appropriate in scope but too broad in scope.

TESTING OUR SKILLS
HOW SKILLS ARE TESTED

OBJECTIVE: Main Idea
SUBSKILL: Paraphrased Main Idea

GRADE: 7

Sample Item and Directions

Not applicable.

Write Your Own Item

Use the other sample items, the Skill Difficulty Chart, and the Suggested Measurement Strategy for this objective to write your own item.

Write your own item here.

HOW SKILLS ARE TESTED

OBJECTIVE: Main Idea GRADE: 7
SUBSKILL: Inferred Main Idea

Sample Item and Directions

Not applicable.

Write Your Own Item

Use the other sample items, the Skill Difficulty Chart, and the Suggested Measurement Strategy for this objective to write your own item.

Write your own item here.

TEACHING OUR SKILLS
WHAT SKILLS OUGHT TO BE CONSIDERED

OBJECTIVE: Main Idea GRADE: 8

Objective

The student can determine the main idea of a reading selection.

Suggested Measurement Strategy

Identifying or generating statements that most accurately and comprehensively summarize the contents of reading selections. These selections may be paragraphs; editorials, feature articles, or news stories; business letters; essays; stories; or excerpts from books.

Subskills

The solid circles ● indicate the subskills tested. The open circles O indicate subskills for you to consider in your instruction.

1. Restated Main Idea

   The student can identify or generate a verbatim statement of the main idea when the main idea is explicitly stated in a reading selection.

● 2. Paraphrased Main Idea

   The student can identify or generate a paraphrased statement of the main idea when the main idea is explicitly stated in a reading selection.

● 3. Inferred Main Idea

   The student can identify or generate an inferred statement of the main idea when the main idea is not explicitly stated in a reading selection.

OBJECTIVE: Main Idea GRADE: 8

Other Important Skills

The open circles O indicate other important skills for you to consider in your instruction. Add other skills that you feel are also important.

○ 1. Recognizing Vocabulary

The student can recognize the words used in a reading selection and understands their meanings within the context of the selection.

○ 2. Identifying a Selection's Major Points

The student can determine the important details in a selection. These details often appear in a position of emphasis, such as the beginning or end of a selection, or are repeated and amplified within the selection. Such important points in a selection give clues as to the selection's main idea.

○ 3. Determining the Accuracy of a Potential Main Idea Statement

The student can determine whether a potential main idea statement is accurate according to the information contained in a reading selection. If a statement is either contradicted or unsupported by information in the selection, the statement is inaccurate. Because a correct main idea statement may be paraphrased, students mastering this skill can also discern the accuracy of paraphrases. An inaccurate paraphrase will be contradicted by information in the reading selection. The same holds true for a main idea that is implied by the selection.

○ 4. Determining the Scope of a Potential Main Idea Statement

The student can determine whether a potential main idea statement is general enough to reflect all of a selection's major points without being so general that it is excessively broad. If a statement focuses on a detail from a selection, the statement is not appropriate in scope but too narrow in scope. If a statement overgeneralizes beyond what is in a selection, the statement is not appropriate in scope but too broad in scope.

TESTING OUR SKILLS
HOW SKILLS ARE TESTED

OBJECTIVE: Main Idea GRADE: 8
SUBSKILL: Paraphrased Main Idea

Sample Item and Directions

(Student reads.)

Directions: Read the selection in the box.
Answer the question that follows.
Mark the letter of your choice on your answer sheet.

KILLER BEES

Time and time again, those attacked by killer bees describe the insects as vicious and extremely persistent. For example, an American research team was sent to film killer bees. During one session the team came under vicious attack. Few explorations have been as frightening. Killer bees swarmed over the crew's clothing, trying to find openings. The bees penetrated under one crew member's trousers and socks, stinging him badly. In an experiment, a crew member dangled a black pouch in front of the bees. In less than a minute, the pouch was covered by more than 1000 stings.

In another incident, a South American bee squad tried to control the bees by spraying tear gas at them. The gas had no effect on the insects. It took the squad the entire night to kill or drive off the bees.

Perhaps the most shocking report is about a farmer who accidentally uncovered a hive in his fields. The bees attacked him, covered his body, crawled inside his mouth and ears, and killed him.

The best statement of the main idea is:

(A) Killer bees are commonly reported to be fierce attackers. (correct)

(B) If a black pouch is dangled in front of killer bees, they will not attack.

(C) The control of killer bees is South America's major problem.

(D) Killer bees can sting more than 1000 times in less than a minute.

Write Your Own Item
Use the back of this page.

HOW SKILLS ARE TESTED

OBJECTIVE: Main Idea
SUBSKILL: Inferred Main Idea

GRADE: 8

Sample Item and Directions

(Student reads.)

Directions: Read the selection in the box.
Answer the question that follows.
Mark the letter of your choice on your answer sheet.

VEGETABLES, ANYONE?

It used to be that Americans ate meat as often as possible. But now many people are either eating less meat or completely cutting meat out of their diets. They are making this change because they are concerned about their health. Their new eating habits offer two important advantages.

First of all, vegetables, when combined with grains, nuts, and seeds, provide essential vitamins lacking in meat. A proper combination of vegetables and grains is equal in protein value to the finest meat. So, Americans are gaining food value rather than losing it when they change their meat-eating habits.

Second, vegetables do not contain the amounts of fats or dangerous chemicals that meats do. Cattle are allowed to grow large and fat because their meat tastes better that way. In order to make their cattle grow larger, farmers often give the animals various chemicals. These substances are passed on to people when the cattle are marketed and eaten. Doctors believe that the large amounts of fat contained in such cattle can cause heart disease in many people. Health studies have shown a relationship between the chemicals fed to cattle and cancer in humans.

The best statement of the main idea is:

(A) A diet consisting of vegetables and grains provides less protein and vitamins than a diet of meat.

(B) A new, healthier trend in American eating habits sees more vegetables and grains and less meat in the diet. (correct)

(C) Americans are losing weight since they have changed their diet to vegetables and grains.

(D) Doctors believe that meats contain large amounts of fat, which can be a cause of heart disease.

Write Your Own Item
Use the back of this page.

Reference Usage

TABLE OF CONTENTS

GRADE: All — Page

TEACHING OUR SKILLS
- What Skills Ought to Be Considered RE-0.2
- What Are Some Ideas for Activities RE-0.3

TESTING OUR SKILLS
- How Skills Are Tested RE-0.10
- Skill Difficulty Chart RE-0.11
- Content Supplement RE-0.14

GRADE: 7

TEACHING OUR SKILLS
- What Skills Ought to Be Considered RE-7.1

TESTING OUR SKILLS
- How Skills Are Tested RE-7.2

GRADE: 8

TEACHING OUR SKILLS
- What Skills Ought to Be Considered RE-8.1

TESTING OUR SKILLS
- How Skills Are Tested RE-8.2

NOTE: Pages RE-0.12 and RE-0.13 are not included in this booklet.

TEACHING OUR SKILLS
WHAT SKILLS OUGHT TO BE CONSIDERED

OBJECTIVE: Reference Usage GRADE: All

Objective

The student can locate and utilize desired information in reference sources.

Explanation

The ability to use various reference sources is a valuable school skill and life skill. Occasions frequently arise when students need to be able to use references such as dictionaries, tables of contents and indexes in books, the card catalog, maps, charts, and telephone directories. Skill in using each reference source consists of two components: knowing when to consult a particular reference and knowing how to locate information in the reference source selected.

Subskills: Overview

The subskills identified for testing this objective are listed in the chart. The symbol O is used to indicate that the subskill is not tested but needs to be considered instructionally. The symbol ● indicates that the subskill is tested.

SUBSKILLS	GRADES											
	1	2	3	4	5	6	7	8	9	10	11	12
1. Selecting a Reference Source The student can select the appropriate reference source for requested information.	●	●	●	O	O	●	O	●	O	O	●	O
2. Using a Reference Source The student can use a reference source to find requested information.	●	●	●	O	O	●	O	●	O	O	●	O

OBJECTIVE: Reference Usage GRADE: All

Other Important Skills: Overview

Instructionally, there are some other skills that must be considered in addition to those identified for testing under this objective. The symbol O is used to indicate that the skill is not tested but needs to be considered instructionally.

SKILLS	GRADES											
	1	2	3	4	5	6	7	8	9	10	11	12
1. Comprehending the Nature of Individual Reference Sources The student understands the major uses of various types of reference sources and when to consult them.	O	O	O	O	O	O	O	O	O	O	O	O
2. Employing Usage Guides The student understands and can use guides as aids to locating information in a reference source.	O	O	O	O	O	O	O	O	O	O	O	O

WHAT ARE SOME IDEAS FOR ACTIVITIES

OBJECTIVE: Reference Usage GRADE: All

Activities

On the following pages are some ideas for developing your own activities. These activities are intended only as examples to stimulate your thinking. The activities are not intended to be prescriptive. You can use these activities to help in building student skills.

For each activity, the purpose, the materials you need, and the directions are given. The activities are not designated by grade level since many of them can be adapted for use in earlier or later grades. You may wish to add worksheets and/or activities of your own.

Resources

Below is space for you to note resource materials appropriate for the grade(s) you teach.

Subskill	Resource Material
1. Selecting a Reference Source	
2. Using a Reference Source	

ACTIVITY: Riddle Me A Reference Grade: Early

Purpose: To promote learning of the uses and contents of various reference sources

Materials: List of Various Reference Sources (e.g., telephone directory, dictionary, newspaper classified section, bibliography)

Directions:

1. Divide the class into teams. Assign each team member a reference source. (The same reference source can be assigned more than once.)

2. Students are to make up a riddle about their reference source. Each riddle should have two clues. One clue describes a use of the assigned reference source, and the other clue describes a physical characteristic of the source. (For example, "People look in me to find words" and "I go from A to Z.")

3. One at a time, students present their riddles to members of the opposing team.

4. Teams score a point each time their members respond correctly to a riddle.

5. This activity can be varied by allowing players to name a reference source instead of giving clues. Opposing team members then give a use and a characteristic for that source.

ACTIVITY: Where Do You Look? GRADE: Early

Purpose: To provide practice in selecting the appropriate source for requested information

Materials: Sample Reference Sources

Make a display of various reference sources on a table in front of the class. (For example, there might be a map, a dictionary, and a book with a table of contents.)

Directions:

1. Ask students questions of the following type: "You want to know about a word. Where should you look?"
2. Students volunteer to answer by raising their hands. The student selected walks to the front of the room and indicates the correct reference source.
3. Students can take turns asking as well as answering the questions.

ACTIVITY: Personal Reference GRADE: Early

Purpose: To increase students' familiarity with contents and uses of reference sources by constructing sample reference sources

Materials: Regular Writing Paper

Directions:

1. Students work individually or in small groups to create sample reference sources. Each sample may be actual size or even larger.

   a. A picture dictionary, for example, could be made out of regular writing paper or drawn on large sheets of poster paper.

   b. Each reference source should be personalized by the students creating it. There might be a map of the school, a picture dictionary defining objects in the classroom, or a table of contents including favorite stories read in class.

   c. Each personalized reference source should be organized using the types of usage guides commonly found in its real-life counterpart. Dictionary entries should be in alphabetical order, maps should have locational keys, etc.

2. After the reference sources are completed, their creators compose several questions requesting the location of specific information in the source.

3. Students exchange their reference sources and questions and answer the questions associated with other students' references.

4. After papers are checked, the reference sources that have been created can be displayed in the classroom or exchanged with other classes.

ACTIVITY: This Is Your Life GRADE: Later

Purpose: To make students aware of the many times reference sources are used

Materials: None

Directions:

1. Students take turns presenting an account of one day in their lives. This account, which may be real or fictional, should tell about different situations which required the use of reference sources. For example, "This morning I picked up the newspaper to check the lost and found. The newspaper index told me to look in the classified advertisements. Later I wanted to call a friend so I looked in the Telephone Directory for her number. I needed to follow a map to find my way to her house..."

2. Students cannot mention a particular reference source more than once in their account. The students who incorporate the most reference sources into their account can be recognized.

3. This activity can be varied by assigning students a variety of reference sources and requiring them to fit those sources into their story.

ACTIVITY: Reference Roundup GRADE: Later

Purpose: To provide a means for students to review the types of information contained in various reference sources

Materials: Reference Source Question List

Have students prepare questions asking for information which they may need or want to know in real life situations. For example, "Where can I find the area code to call my friend in Georgia?", "Where should I look to see if the library has any books written by Ernest Hemingway?", "Where can I find out about job oppportunities in Columbia?", "Where can I look to find out the distance between South Carolina and New York?", etc. Compile the questions into one master list, then make copies for the students in your class.

Directions:

1. Distribute the Master List to each student in the class.

2. Next to each question, have students write the name of the reference source that they would consult.

3. If there are any disagreements about which sources should be used, one or more students can be asked to research the answer by locating a copy of the reference source in question and seeing if the desired information can be found.

ACTIVITY: Scavenger Hunt GRADE: Later

Purpose: To provide practice finding information in various reference sources

Materials: Different Reference Sources (e.g., card catalogs, series of maps, encyclopedias, etc.)

Students need access to actual reference sources.

Directions:

1. Divide the class into small groups. Each group should have access to a different reference source.

2. Have each group prepare questions based on the reference source they are using. Questions should ask for information which can be found by employing the usage guides associated with the particular reference source.

3. When the question sets are completed, have them duplicated and then exchanged. Now each group is given access to the other sources and given time to answer the questions associated with each source.

4. Teams score one point for each question answered correctly. Points are deducted for incorrect answers. Points are also deducted if a team has contributed unanswerable questions. Bonus points are awarded for finishing first. The team with the most points wins the scavenger hunt.

ACTIVITY: Reference Spotlight GRADE: Later

Purpose: To provide students with an in-depth exposure to the various forms a given reference source can take

Materials: Particular Type of Reference Source

Dictionaries might be selected, for example, or charts, or newspaper classified ads, or any other reference source.

Directions:

1. Introduce the reference through a class discussion of its general nature and purpose. Also discuss the major usage guides associated with the reference source.

2. Give students a period of time (a week or two, for instance) in which to conduct a search for as many different examples of this reference source as possible. Students can consult school and public libraries or look through materials in their classroom and at home.

3. Depending upon the nature of the reference selected for study, students should complete their search with either actual examples of the source or a summary report based upon the source.

   a. If students have found examples that are transportable, they should bring those references to class. They may have collected maps by sending away to travel bureaus or they may have saved classified advertisements from the local newspaper, etc.

   b. If students have found examples that are not transportable, they should prepare a report about each source they located. This report should indicate the reference's title, then describe the source's method of organization and its major usage guides. It should conclude with a brief description of the content contained within the source.

4. Discuss reference source examples and summary reports and share them among members of the class.

5. This activity can be repeated several times throughout the year using different reference sources each time.

TESTING OUR SKILLS
HOW SKILLS ARE TESTED

OBJECTIVE: Reference Usage GRADE: All

Test Item Description: Overview

For Reference Usage, the student is asked to select or use a variety of reference sources. As grade level increases, reference sources eligible for testing expand to include more sophisticated sources. In addition, the level of detail of the information requested from each reference source becomes increasingly complex as grade level increases.

The difficulty is controlled by the use of the "Skill Keys" presented in the following chart (for example, TYPES OF REFERENCE SOURCES and NATURE OF SELECTION).

TYPES OF REFERENCE SOURCES and NATURE OF SELECTION are the key determinants of difficulty for the Reference Usage subskills.

1. Selecting a Reference Source - The student is presented with a type of information that might be found in a given reference source. Then the student must select the correct reference source from the reference sources presented. The sources are either pictured or named. The eligible reference sources increase in number as grade level increases. Furthermore, the type of information requested from any given reference source becomes more detailed across grades.

2. Using a Reference Source - The student is presented with an excerpt from a reference source. Then the student must extract the information asked for in the test item. The eligible reference sources increase in number as grade level increases; however, fewer reference sources are tested for this subskill than for Selecting a Reference Source. Once students are very familiar with the reference source and its contents, only then can they be expected to be able to apply reference usage skills to extract needed information.

SUB.	SKILL KEYS	GRADE 1	GRADE 2	GRADE 3	GRADE 4*	GRADE 5*	GRADE 6	GRADE 7*	GRADE 8	GRADES 9-12*
SELECTING A REFERENCE SOURCE	NATURE OF SELECTION	A type of information (e.g., meaning of word) found in a reference source	A type of information (e.g., meaning of word) found in a reference source	A type of information (e.g., meaning of word) found in a reference source			A type of information (e.g., meaning of word) found in a reference source		A type of information (e.g., meaning of word) found in a reference source	
	NATURE OF SKILL	Identification of appropriate reference source (pictured) in which the type of information requested can be found	Identification of appropriate reference source (pictured) in which the type of information requested can be found	Identification of appropriate reference source (named) in which the type of information requested can be found			Identification of appropriate reference source (named) in which the type of information requested can be found		Identification of appropriate reference source (named) in which the type of information requested can be found	
USING A REFERENCE SOURCE	NATURE OF SELECTION	Employs grade-appropriate guides Content Supplement, Usage Guides, Grade 1.	Employs grade-appropriate guides Content Supplement, Usage Guides, Grade 2.	Employs grade-appropriate guides Content Supplement, Usage Guides, Grade 3.			Employs grade-appropriate guides Content Supplement, Usage Guides, Grade 6.		Employs grade-appropriate guides Content Supplement, Usage Guides, Grade 8.	
	NATURE OF SKILL	Identification of the type of information from the reference source displayed	Identification of the type of information from the reference source displayed	Identification of the type of information from the reference source displayed			Identification of the type of information from the reference source displayed		Identification of the type of information from the reference source displayed	

*Refer to the Suggested Measurement Strategy for the State Objective.

SKILL DIFFICULTY CHART

OBJECTIVE: Reference Usage

GRADE: All

SUB.	SKILL KEYS	GRADE 1	GRADE 2	GRADE 3	GRADE 4*	GRADE 5*	GRADE 6	GRADE 7*	GRADE 8	GRADES 9-12*
A L L S U B S K I L L S	TYPES OF REFERENCE SOURCES	Table of Contents Picture Dictionary Calendar	Table of Contents Picture Dictionary Calendar Map Glossary	Table of Contents Dictionary Calendar Map Chart Encyclopedia Card Catalog Glossary Graph Table			Table of Contents Dictionary Calendar Map Chart Encyclopedia Card Catalog Book Index Telephone Directory Newspaper Classified Ads Glossary Graph Table		Table of Contents Dictionary Calendar Map Chart Encyclopedia Card Catalog Book Index Telephone Directory Newspaper Classified Ads Newspaper Index Bibliography Glossary Graph Table Appendix Reader's Guide	

*Refer to the Suggested Measurement Strategy for the State Objective.

RE-0.14

SKILL DIFFICULTY CHART
CONTENT SUPPLEMENT

USAGE GUIDES

OBJECTIVE: Reference Usage GRADE: 7 & 8

For those sources not listed, refer to the Suggested Measurement Strategy

Grade 7

(Refer to Suggested Measurement Strategy.)

Grade 8

Table of Contents:

Titles and/or headings and/or authors are similar. Subtitles are eligible.

Dictionary:

Definitions - Entries are unfamiliar entry words. For the entry word, definitions representing different parts of speech are given. Sample sentence accompanies one definition. Abbreviation key for parts of speech is included.

Guide words - Up to 4 letters are necessary for alphabetizing. Guides that students must use include alphabetical order, guide words, alternative definitions by meaning, and abbreviation keys.

Map:

A common travel map is given. Guides that students must use include direction indicator, legends, map keys of symbols, and grid coordinates.

Chart:

Guides that students must use include vertical and horizontal headings.

USAGE GUIDES

OBJECTIVE: Reference Usage GRADE: 7 & 8

Grade 8 (continued)

Encyclopedia:

Volumes - A range of letters and a Roman numeral appear on each volume displayed. Guides that students must use include alphabetical order and volume designations.

Entry - A portion of an encyclopedia page showing an entry and cross-referencing is included.

Card Catalog:

Author, title, and subject cards are in alphabetical order. Up to 4 letters are necessary for alphabetizing.

Book Index:

Major headings with two levels of subheadings are permitted. Several entries are similar. Guides that students must use include alphabetical order and category/subcategory headings.

Telephone Directory:

White pages or yellow pages are included. Entry includes ad. Entries listed under two major categories. Guides that students must use include alphabetical order and category/subcategory headings.

Newspaper Classified:

Entries represent one type of classified ad (e.g., pets or real estate or merchandise, etc.). Guides that students must use include alphabetical order and category headings.

Newspaper Index:

Common entries from a familiar daily newspaper index are included. Guides that students must use include alphabetical order and category headings.

Bibliography:

Entries include author, title, date, publisher, and place of publication. Guides that students must use include alphabetical order.

TEACHING OUR SKILLS
WHAT SKILLS OUGHT TO BE CONSIDERED

OBJECTIVE: Reference Usage GRADE: 7

Objective

The student can locate and utilize desired information in reference sources.

Suggested Measurement Strategy

Locating and utilizing requested information in reference sources such as books' tables of contents, indexes, glossaries, appendixes, and bibliographies; dictionaries; encyclopedias; the library card catalog; the Reader's Guide; graphs; tables; charts; maps; telephone directories; and newspapers.

Subskills

The open circles O indicate subskills for you to consider in your instruction.

O 1. Selecting a Reference Source

The student can select the appropriate reference source for requested information.

O 2. Using a Reference Source

The student can use a reference source to find requested information.

OBJECTIVE: Reference Usage GRADE: 7

Other Important Skills

The open circles O indicate other important skills for you to consider in your instruction. Add other skills that you feel are also important.

○ 1. Comprehending the Nature of Individual Reference Sources

The student understands the major uses of various types of reference sources and when to consult them.

○ 2. Employing Usage Guides

The student understands and can use guides as aids to locating information in a reference source.

RE-7.2

TESTING OUR SKILLS
HOW SKILLS ARE TESTED

OBJECTIVE: Reference Usage GRADE: 7
SUBSKILL: Selecting a Reference Source

Sample Item and Directions

Not applicable.

Write Your Own Item

Use the other sample items, the Skill Difficulty Chart, and the Suggested Measurement Strategy for this objective to write your own item.

Write your own item here.

HOW SKILLS ARE TESTED

OBJECTIVE: Reference Usage GRADE: 7
SUBSKILL: Using a Reference Source

Sample Item and Directions

Not applicable.

Write Your Own Item

Use the other sample items, the Skill Difficulty Chart, and the Suggested Measurement Strategy for this objective to write your own item.

Write your own item here.

TEACHING OUR SKILLS
WHAT SKILLS OUGHT TO BE CONSIDERED

OBJECTIVE: Reference Usage GRADE: 8

Objective

The student can locate and utilize desired information in reference sources.

Suggested Measurement Strategy

Locating and utilizing requested information in reference sources such as books' tables of contents, indexes, glossaries, appendixes, and bibliographies; dictionaries; encyclopedias; the library card catalog; the Reader's Guide; graphs; tables; charts; maps; telephone directories; and newspapers.

Subskills

The solid circles ● indicate the subskills tested. The open circles O indicate subskills for you to consider in your instruction.

● 1. Selecting a Reference Source

The student can select the appropriate reference source for requested information.

● 2. Using a Reference Source

The student can use a reference source to find requested information.

OBJECTIVE: Reference Usage GRADE: 8

Other Important Skills

The open circles O indicate other important skills for you to consider in your instruction. Add other skills that you feel are also important.

○ 1. Comprehending the Nature of Individual Reference Sources

The student understands the major uses of various types of reference sources and when to consult them.

○ 2. Employing Usage Guides

The student understands and can use guides as aids to locating information in a reference source.

TESTING OUR SKILLS
HOW SKILLS ARE TESTED

OBJECTIVE: Reference Usage
SUBSKILL: Selecting a Reference Source

GRADE: 8

Sample Item and Directions

(Student reads.)

Directions: Read the question.
Choose the best answer.
Mark the letter of your choice on your answer sheet.

Where can you find the names of used car dealers in your town?

(A) the card catalog

(B) a telephone directory (correct)

(C) a newspaper index

(D) a book's bibliography

Write Your Own Item

HOW SKILLS ARE TESTED

OBJECTIVE: Reference Usage
SUBSKILL: Using a Reference Source

GRADE: 8

Sample Item and Directions

(Student reads.)

Directions: Look at the reference source.
Answer the question that follows.
Mark the letter of your choice on your answer sheet.

FEATURE INDEX

Auctions	Part 2, pages 2-3, and Part 3, pages 13, 18
Business	Part 5, pages 7-30
Chess	Part 4, page 11
Drama	Arts Magazine, pages 4-9
Real Estate	Part 6
Sports	Part 4
Television	Arts Magazine, page 20
Theatrical Films	Arts Magazine, pages 10-19
Weather	Part 3, page 18

Where will you find the listing for movies on television?

(A) Arts Magazine, page 20 (correct)

(B) Arts Magazine, pages 10-19

(C) Part 4

(D) Part 5, pages 7-30

Write Your Own Item
Use the back of this page.

Inference

TABLE OF CONTENTS

GRADE: All — Page

TEACHING OUR SKILLS
- What Skills Ought to Be Considered IN-0.2
- What Are Some Ideas for Activities IN-0.3

TESTING OUR SKILLS
- How Skills Are Tested IN-0.12
- Skill Difficulty Chart IN-0.13

GRADE: 7

TEACHING OUR SKILLS
- What Skills Ought to Be Considered IN-7.1

TESTING OUR SKILLS
- How Skills Are Tested IN-7.2

GRADE: 8

TEACHING OUR SKILLS
- What Skills Ought to Be Considered IN-8.1

TESTING OUR SKILLS
- How Skills Are Tested IN-8.2

TEACHING OUR SKILLS
WHAT SKILLS OUGHT TO BE CONSIDERED

OBJECTIVE: Inference GRADE: All

Objective

The student can make valid inferences about a reading selection.

Explanation

Inference represents a powerful reading and thinking skill which should help students in many different areas of their lives. At a basic level, individuals of all ages use inferences when drawing conclusions, forming opinions and attitudes, planning future actions, predicting possible outcomes, understanding cause and effect relationships, and making comparisons.

Subskills: Overview

The subskills identified for testing this objective are listed in the chart. The symbol O is used to indicate that the subskill is not tested but needs to be considered instructionally. The symbol ● indicates that the subskill is tested.

SUBSKILLS	GRADES											
	1	2	3	4	5	6	7	8	9	10	11	12
1. Making Comparisons The student can make comparisons based on a reading selection.	●	●	●	O	O	●	O	●	O	O	●	O
2. Determining Cause and Effect The student can deduce causes and effects based on a reading selection.	●	●	●	O	O	●	O	●	O	O	●	O
3. Drawing Conclusions The student can draw conclusions based on a reading selection.	●	●	●	O	O	●	O	●	O	O	●	O
4. Predicting Outcomes The student can predict outcomes based on a reading selection.	●	●	●	O	O	●	O	●	O	O	●	O

OBJECTIVE: Inference GRADE: All

Other Important Skills: Overview

Instructionally, there are some other skills that must be considered in addition to those identified for testing under this objective. The symbol O is used to indicate that the skill is not tested but needs to be considered instructionally.

SKILLS	GRADES											
	1	2	3	4	5	6	7	8	9	10	11	12
1. Understanding Specialized Vocabulary The student can identify the meanings of the classes of comparative and relational words associated with inference. These include words of comparison such as "most", "least", and "than"; suffixes indicating comparison such as "-er" and "-est"; words denoting sequence such as "first", "next", "then", and "finally"; words indicating conditional relationships such as "if", "whenever", and "since"; and words expressing cause and effect relationships such as "because", "since", "as", and "therefore".	O	O	O	O	O	O	O	O	O	O	O	O
2. Isolating Relevant Statements The student can identify whether a reading selection contains information that pertains to a proposed inference.	O	O	O	O	O	O	O	O	O	O	O	O
3. Reasoning from Evidence to Conclusions The student can determine whether relevant information in the selection supports or refutes that inference.	O	O	O	O	O	O	O	O	O	O	O	O
4. Understanding Causal Connections The student can identify reasonable causes for an event and differentiate them from unlikely causes. This skill includes understanding the following: just because one event occurs prior to another event, the first event is not necessarily the cause of the second.	O	O	O	O	O	O	O	O	O	O	O	O
5. Judging the Reasonableness of Actions The student can determine whether future actions predicted from the selection are plausible. This skill requires judging such actions based on expectations of how events usually occur.	O	O	O	O	O	O	O	O	O	O	O	O

WHAT ARE SOME IDEAS FOR ACTIVITIES

OBJECTIVE: Inference GRADE: All

Activities

On the following pages are some ideas for developing your own activities. These activities are intended only as examples to stimulate your thinking. The activities are not intended to be prescriptive. You can use these activities to help in building student skills.

For each activity, the purpose, the materials you need, and the directions are given. The activities are not designated by grade level since many of them can be adapted for use in earlier or later grades. You may wish to add worksheets and/or activities of your own.

Resources

Below is space for you to note resource materials appropriate for the grade(s) you teach.

Subskill	Resource Material
1. Making Comparisons	
2. Determining Cause and Effect	
3. Drawing Conclusions	
4. Predicting Outcomes	

ACTIVITY: What's the Reason? GRADE: Early

Purpose: To promote students' understanding that inferences are made based upon reasons

Materials: Declarative Statement Written on Chalkboard

Write a declarative statement on the chalkboard. This statement should be an inference that could be drawn from observable evidence.

Examples: John's dog Champ is sick.
Sarah likes to play baseball.
Amy and Pete are good friends.

Directions:

1. Tell students that the statement you have written is an inference someone made based upon reasons. Unfortunately, however, the reasons for the inference have been lost.

2. Ask students to supply reasons that can support the statement on the board. These reasons may be presented orally or in writing.

3. Discuss the validity of each reason that is suggested. Is the reason related to the inference? If so, does the reason support the inference or is it contradicted by the inference?

4. After a list of possible reasons has been compiled and confirmed, remind students that inferences made are always based upon reasons.

ACTIVITY: Guess Who GRADE: Early

Purpose: To promote attention to detail and the evaluation of evidence

Materials: Written Self-Descriptions of Students

Directions:

1. Have students write anonymous, first-person descriptions of themselves. These descriptions should be composed entirely of details. The details should be simple ones, such as physical attributes, routine activities, and likes or dislikes. Other students should be able to recognize from the details the characteristics of the student writing the description.

2. Collect and redistribute the descriptions, making sure that each student gets someone else's paper.

3. Give students a few minutes to read the descriptions they have received and formulate an opinion about who is described.

4. One at a time, have students read the descriptions aloud and then present their conclusions as to who is described.

5. Discuss the accuracy of the descriptions and the conclusions that have been drawn from them.

ACTIVITY: Wrap It Up GRADE: Early

Purpose: To provide practice using inference in order to predict a story's outcome

Materials: An Unfamiliar Short Story

Directions:

1. Select a short story which students have not heard or read before. A mystery story or a story with a surprise ending might work particulary well. Note the place in the story where there is a culmination or a sudden turn of events which foreshadows but doesn't "give away" the ending.

2. Read the story aloud up to the point marked, then ask students to write down their ideas about how the story will end. (You may also let students present the endings orally rather than write them down.)

3. Ask individual students to read their conclusions aloud. They must also back up their inferences with evidence from the story.

4. Discuss the reasonableness of each possible outcome.

5. Finally, read aloud the actual conclusion of the story. Ask students to compare the real conclusion with their own suggestions in terms of validity and reasonableness.

ACTIVITY: Story Puzzle GRADE: Early

Purpose: To promote an understanding of simple sequences, cause and effect relationships, drawing conclusions or predicting outcomes

Materials: Unfamiliar Story and Description Cards with Story Parts

Find a story that the class has not heard or read before. Copy certain parts of the story on cards. Select events and details that could be inferred (descriptive adjectives, events at a specific point in a sequence, causes or effects, etc.). On your copy, underline the parts of the story you omitted on the students' copies.

Directions:

1. Distribute these cards with pieces of the story to various students.

2. Having marked the parts of the story where you took out information, read the story aloud to the class. Stop at the points where cut-out segments need to be inserted.

3. Ask students to refer to their cards and indicate when they think they have the next part of the story. Have this part read aloud by a student. If there are any disagreements, discuss which excerpt seems to come next, and why.

ACTIVITY: Tossed Adjectives GRADE: Later

Purpose: To help students make valid inferences about characters, places, and events

Materials: A Short Story.

Find a short story that contains descriptions of a number of characters, places, and events. Make a list of adjectives which are not used in the story but could accurately describe characters, places, and events mentioned in the story.

Directions:

1. Distribute the list of adjectives and the story to students. Ask them to read the story and then note which adjectives on their list can be used to describe elements in the story.

2. Discuss the students' choices, in each case asking students to support their choices with evidence from the story.

ACTIVITY: What's Wrong? GRADE: Later

Purpose: To promote students' ability to understand and interpret evidence

Materials: A Reading Passage

Find a reading passage that can support one or more of the types of inferences made (e.g., a conclusion or a comparison) and make copies for students. Make a list of one valid and several invalid inferences based on the passage.

Directions:

1. Distribute copies of the reading selection to students and have them read it carefully.

2. Read aloud the prepared inferences one at a time and ask students to judge the validity of each statement. Students should support their judgments with evidence from the story.

ACTIVITY: Who Is it? GRADE: Later

Purpose: To promote attention to detail and the application of evidence

Materials: First-Person Descriptions of Students.

Have students write anonymous first-person descriptions using only details such as habits or attitudes. The challenge should be for each student to describe himself or herself through "hints" or "clues."

Directions:

1. Collect and redistribute the student descriptions, making sure that each student gets someone else's paper.
2. Give students a few minutes to read over the descriptions and formulate an opinion about whose paper they have received.
3. Have students read the descriptions aloud to the class and then present their conclusions as to the person described.
4. Discuss the validity of the descriptions and the conclusions that have been drawn from them.

ACTIVITY: Don't Jump to Conclusions GRADE: Later

Purpose: To provide practice in determining whether a given inference is correct based upon statements offered in its support

Materials: A Set of Statements

Example: All the pears in that basket are ripe. All these pears are from that basket.

Inf. 1 All these pears are ripe.
Inf. 2 None of these pears are ripe.
Inf. 3 These pears are pretty.

Directions:

1. Ask students to select the most plausible inference based upon the supporting statements.
2. Discuss why the inferences that were not selected are incorrect.

ACTIVITY: Believing What You Read GRADE: Later

Purpose: To help students determine whether evidence supports a particular inference

Materials: Newspaper and Magazine Advertisements

Have students bring newspaper and magazine advertisements to class.

Directions:

1. Ask various students to read their ads aloud to the class.
2. The class is to identify the inferences that advertisers want readers of the ad to make.
3. Next have students identify the reasons that are given in the ad for believing each inference.
4. Evaluate those reasons by discussing whether they support the inference the advertisers want the public to make.

ACTIVITY: The Jury Is Out GRADE: Later

Purpose: To practice a variety of skills which foster good inference-making, from isolating the relevant statements that pertain to a proposed inference to judging whether those statements support or refute an inference

Materials: None

Directions:

1. Set up a mock trial. Have students volunteer to play various roles: judge, prosecutor, defender, jury member, defendant, witness, etc.

2. Either present the charges and evidence against the defendant to the class or have certain members of the class come up with that information. Participants in the trial can be given specifics to which other class members do not have access. These can include details about the case or details about how they will testify. In addition, the jury members can be given information about their various beliefs, attitudes, occupations, ages, etc.

3. The prosecutor and defender present their cases to the class. Each should try to present evidence to support the plea (i.e., the inference) that they want the jury to believe.

4. After the case is presented, the jury should begin its deliberations. The deliberations of the jury should include the isolation of relevant evidence and the determination of whether this evidence supports or refutes the charge against the defendant.

5. The trial ends when the jury presents its verdict to the class.

TESTING OUR SKILLS
HOW SKILLS ARE TESTED

OBJECTIVE: Inference GRADE: All

Test Item Description: Overview

For Inference, the student must read the selection presented and then determine the correct inference based on the selection. The student must either make comparisons, determine cause and effect, draw conclusions, or make predictions.

As grade level increases, the level of inference increases. The reading selections become longer, and the types of selections become more complex. The level of inference required by the student also increases. The difficulty is controlled by the use of the "Skill Keys" presented in the following chart (for example, TYPE OF SELECTION and LEVEL OF INFERENCE).

TYPE OF SELECTION and LEVEL OF INFERENCE are the most important skill keys governing the difficulty of inference test items.

1. Making Comparisons - The student should be able to compare persons or objects relative to some characteristic or quality. The number of objects or persons compared increases in number across grades.

2. Determining Cause and Effect - The student should be able to read the selection and then determine the most reasonable or plausible cause for a given effect or situation. As grade level increases, the relationship between the cause and the effect becomes less direct.

3. Drawing Conclusions - The student should be able to read the selection and then determine the most reasonable or plausible conclusion that can be drawn based on the selection. The conclusion must be supported by the information contained in the selection. The conclusion changes from a specific object, location, or action in the earlier grades to a more general statement in later grades.

4. Nature of Prediction - The student should be able to read the selection and then determine the most reasonable or plausible prediction that can be extrapolated from the selection. Difficulty increases across grade level with changes in type of selection and level of inference required.

SUB.	SKILL KEYS	GRADE 1	GRADE 2	GRADE 3	GRADE 4*	GRADE 5*	GRADE 6	GRADE 7*	GRADE 8	GRADES 9-12*
DRAWING CONCLUSIONS	NATURE OF SELECTION	Description of a simple object, profession, time of day, or action	Single topic developed with details	Single topic developed with details			Single topic developed with details		Single topic developed with details	
	NATURE OF CONCLUSION	An object, location, or action that can be inferred from the characteristics described in the selection	An object, location, or action that can be inferred from the characteristics described in the selection	Reasonable conclusion that can be drawn based upon the information in the selection			Reasonable conclusion that can be drawn based upon the information in the selection		Reasonable conclusion that can be drawn based upon the information in the selection	
PREDICTING OUTCOMES	NATURE OF SELECTION	Description of a simple series of events	Description of a series of events and the circumstances surrounding those events	Description of a series of events and the circumstances surrounding those events			Description of a series of events and the circumstances surrounding those events		Description of a series of events and the circumstances surrounding those events	
	NATURE OF PREDICTION	Reasonable action that could continue or conclude the series of actions described	Reasonable action that could continue or conclude the series of actions described	Reasonable action that could continue or conclude the series of actions described			Reasonable action that could continue or conclude the series of actions described		Reasonable action that could continue or conclude the series of actions described	

*Refer to the Suggested Measurement Strategy for the State Objective.

SKILL DIFFICULTY CHART

OBJECTIVE: Inference. GRADE: All

SUB.	SKILL KEYS	GRADE 1	GRADE 2	GRADE 3	GRADE 4*	GRADE 5*	GRADE 6	GRADE 7*	GRADE 8	GRADES 9-12*
ALL SUBSKILLS	TYPE OF SELECTION	Simple stories	Simple stories	Simple stories			Simple non-fiction selections		Essays, editorials, articles, letters	
	LEVEL OF INFERENCE	Low-level	Higher level of inference required than at previous grade	Higher level of inference required than at previous grade			Higher level of inference required than at previous grade		Higher level of inference required than at previous grade	
MAKING COMPARISONS	NATURE OF SELECTION	Persons or objects described relative to some characteristic or quality	Persons or objects described relative to some characteristic or quality	Persons or objects described relative to some characteristic or quality			Persons or objects described relative to some characteristic or quality		Persons or objects described relative to some characteristic or quality	
	NATURE OF COMPARISON	Direct comparison of two persons or objects relative to some characteristic or quality	Direct comparison of three persons or objects relative to some characteristic or quality	Direct comparison of three persons or objects relative to some characteristic or quality			Direct comparison of three persons or objects relative to some characteristic or quality		Direct comparison of four persons or objects relative to some characteristic or quality	
DETERMINING CAUSE AND EFFECT	NATURE OF SELECTION	Description of a simple series of events are described	Description of a series of events and the circumstances surrounding those events	Description of a series of events and the circumstances surrounding those events			Description of a series of events and the circumstances surrounding those events		Description of a series of events and the circumstances surrounding those events	
	NATURE OF CAUSE-EFFECT RELATIONSHIP	Direct relationship between cause and effect	Direct relationship between cause and effect	Direct relationship between cause and effect			Indirect relationship between cause and effect		Indirect relationship between cause and effect	

*Refer to the Suggested Measurement Strategy for the State Objective.

TEACHING OUR SKILLS
WHAT SKILLS OUGHT TO BE CONSIDERED

OBJECTIVE: Inference GRADE: 7

Objective

The student can make valid inferences about a reading selection.

Suggested Measurement Strategy

Identifying or generating reasonable answers to questions about information not directly stated in reading selections. The questions asked may require determining themes or authors' purposes, making comparisons, deducing causes and effects, drawing conclusions, predicting outcomes, or applying information presented in selections to different situations. The selections may be paragraphs, essays, editorials, feature articles, news stories, letters, stories, poems, or excerpts from books or plays.

Subskills

The open circles O indicate subskills for you to consider in your instruction.

O 1. Making Comparisons

The student can make comparisons based on a reading selection.

O 2. Determining Cause and Effect

The student can deduce causes and effects based on a reading selection.

O 3. Drawing Conclusions

The student can draw conclusions based on a reading selection.

O 4. Predicting Outcomes

The student can predict outcomes based on a reading selection.

OBJECTIVE: Inference GRADE: 7

Other Important Skills

The open circles O indicate other important skills for you to consider in your instruction. Add other skills that you feel are also important.

○ 1. Understanding Specialized Vocabulary

The student can identify the meanings of the classes of comparative and relational words associated with inference. These include words of comparison such as "most", "least", and "than"; suffixes indicating comparison such as "-er" and "-est"; words denoting sequence such as "first", "next", "then", and "finally"; words indicating conditional relationships such as "if", "whenever", and "since"; and words expressing cause and effect relationships such as "because", "since", "as", and "therefore".

○ 2. Isolating Relevant Statements

The student can identify whether a reading selection contains information that pertains to a proposed inference.

○ 3. Reasoning from Evidence to Conclusions

The student can determine whether relevant information in the selection supports or refutes that inference.

○ 4. Understanding Causal Connections

The student can identify reasonable causes for an event and differentiate them from unlikely causes. This skill includes understanding the following: just because one event occurs prior to another event, the first event is not necessarily the cause of the second.

○ 5. Judging and Reasonableness of Actions

The student can determine whether future actions predicted from the selection are plausible. This skill requires judging such actions based on expectations of how events usually occur.

IN-7.2

TESTING OUR SKILLS
HOW SKILLS ARE TESTED

OBJECTIVE: Inference
SUBSKILL: Making Comparisons

GRADE: 7

Sample Item and Directions

Not applicable.

Write Your Own Item

Use the other sample items, the Skill Difficulty Chart, and the Suggested Measurement Strategy for this objective to write your own item.

Write your own item here.

HOW SKILLS ARE TESTED

OBJECTIVE: Inference
SUBSKILL: Determining Cause and Effect

GRADE: 7

Sample Item and Directions

Not applicable.

Write Your Own Item

Use the other sample items, the Skill Difficulty Chart, and the Suggested Measurement Strategy for this objective to write your own item.

Write your own item here.

HOW SKILLS ARE TESTED

OBJECTIVE: Inference
SUBSKILL: Drawing Conclusions

GRADE: 7

Sample Item and Directions

Not applicable.

Write Your Own Item

Use the other sample items, the Skill Difficulty Chart, and the Suggested Measurement Strategy for this objective to write your own item.

Write your own item here.

HOW SKILLS ARE TESTED

OBJECTIVE: Inference
SUBSKILL: Predicting Outcomes

GRADE: 7

Sample Item and Directions

Not applicable.

Write Your Own Item

Use the other sample items, the Skill Difficulty Chart, and the Suggested Measurement Strategy for this objective to write your own item.

Write your own item here.

TEACHING OUR SKILLS
WHAT SKILLS OUGHT TO BE CONSIDERED

OBJECTIVE: Inference GRADE: 8

Objective

The student can make valid inferences about a reading selection.

Suggested Measurement Strategy

Identifying or generating reasonable answers to questions about information not directly stated in reading selections. The questions asked may require determining themes or authors' purposes, making comparisons, deducing causes and effects, drawing conclusions, predicting outcomes, or applying information presented in selections to different situations. The selections may be paragraphs, essays, editorials, feature articles, news stories, letters, stories, poems, or excerpts from books or plays.

Subskills

The solid circles ● indicate the subskills tested. The open circles O indicate subskills for you to consider in your instruction.

● 1. Making Comparisons

The student can make comparisons based on a reading selection.

● 2. Determining Cause and Effect

The student can deduce causes and effects based on a reading selection.

● 3. Drawing Conclusions

The student can draw conclusions based on a reading selection.

● 4. Predicting Outcomes

The student can predict outcomes based on a reading selection.

OBJECTIVE: Inference GRADE: 8

Other Important Skills

The open circles O indicate other important skills for you to consider in your instruction. Add other skills that you feel are also important.

○ 1. Understanding Specialized Vocabulary

The student can identify the meanings of the classes of comparative and relational words associated with inference. These include words of comparison such as "most", "least", and "than"; suffixes indicating comparison such as "-er" and "-est"; words denoting sequence such as "first", "next", "then", and "finally"; words indicating conditional relationships such as "if", "whenever", and "since"; and words expressing cause and effect relationships such as "because", "since", "as", and "therefore".

○ 2. Isolating Relevant Statements

The student can identify whether a reading selection contains information that pertains to a proposed inference.

○ 3. Reasoning from Evidence to Conclusions

The student can determine whether relevant information in the selection supports or refutes that inference.

○ 4. Understanding Causal Connections

The student can identify reasonable causes for an event and differentiate them from unlikely causes. This skill includes understanding the following: just because one event occurs prior to another event, the first event is not necessarily the cause of the second.

○ 5. Judging and Reasonableness of Actions

The student can determine whether future actions predicted from the selection are plausible. This skill requires judging such actions based on expectations of how events usually occur.

TESTING OUR SKILLS
HOW SKILLS ARE TESTED

OBJECTIVE: Inference
SUBSKILL: Making Comparisons

GRADE: 8

Sample Item and Directions

(Student reads.)

Directions: Read the selection in the box.
Answer the question after it.
Mark the letter of your choice on your answer sheet.

> Winds of different speeds have special names. Most people know about the very fast winds called hurricanes that tear apart everything in their path. Slower winds have names, too, and you can tell what kind of wind is blowing by looking at its effects. For instance, a fresh breeze causes small trees to sway and little waves to appear on lakes. A moderate breeze causes small branches to move and blows dust and loose paper around. A whole gale knocks down trees and causes considerable damage to buildings. A strong gale breaks branches off trees and blows shingles off roofs.

Which kind of wind is probably the fastest?

(A) fresh breeze

(B) moderate breeze

(C) whole gale (correct)

(D) strong gale

Write Your Own Item
Use the back of this page.

HOW SKILLS ARE TESTED

OBJECTIVE: Inference
SUBSKILL: Determining Cause and Effect

GRADE: 8

Sample Item and Directions

(Student reads.)

Directions: Read the selection in the box.
Answer the question after it.
Mark the letter of your choice on your answer sheet.

> Is yellow the best color for pencils? Most people seem to think so. Yellow pencils have always sold better than pencils painted other colors. One pencil manufacturer wanted to learn why people preferred yellow for pencils. So he put a special group of 500 yellow pencils and 500 green pencils on sale. Soon he started to receive complaints about the green pencils. Some people said their points broke too easily. Other people said the green pencils were harder to sharpen. Still other people claimed that the green pencils made smudges or were scratchy to use. Nobody at all complained about the yellow pencils. The strange thing, however, was that the pencils were alike except for their color.

Why did people most likely complain about the green pencils?

(A) because the green pencils were all alike

(B) because the yellow pencils were less scratchy

(C) because the green pencils were harder to sharpen

(D) because the people were used to yellow pencils (correct)

Write Your Own Item
Use the back of this page.

HOW SKILLS ARE TESTED

OBJECTIVE: Inference
SUBSKILL: Drawing Conclusions

GRADE: 8

Sample Item and Directions

(Student reads.)

Directions: Read the selection in the box.
Answer the question after it.
Mark the letter of your choice on your answer sheet.

> A school superintendent in Ireland was often asked to fill out forms that asked questions about his one-room village school. He was particularly annoyed by yearly requests to report the size of the school's classroom. The classroom never changed size. After a while, the superintendent started reporting different sizes each year. At first, he doubled the reported dimensions of the room. When nothing happened, he continued to increase the size. After a few years he was reporting that the classroom was the biggest building in the country. The next year he reported dimensions so small that three children could not have fit in such a room. No one ever questioned the superintendent's reports, no matter how ridiculous they were.

Which one of the following conclusions can most reasonably be drawn from this selection?

(A) The classroom was the biggest building in the county.

(B) No one really cared about the size of the classroom. (correct)

(C) The superintendent thought the classroom was too small.

(D) Only three children attended the village school.

Write Your Own Item
Use the back of this page.

HOW SKILLS ARE TESTED

OBJECTIVE: Inference
SUBSKILL: Predicting Outcomes

GRADE: 8

Sample Item and Directions

(Student reads.)

Directions: Read the selection in the box.
Answer the question after it.
Mark the letter of your choice on your answer sheet.

> The land was no good. Nothing good would grow on it. It had been ruined by too many cotton crops. But George Washington Carver and his students were plowing it, getting ready to plant crops. Dr. Carver sent some of his students out to the swamps to gather leaf mold and black dirt. He sent other students to farmers for the sweepings from their barns. When the students got back, Dr. Carver helped them work the materials into the soil as food for the plants. Then they began to plant on the land with crops that helped make the soil richer. The students rotated their crops, planting something different each year. At last they were ready to plant cotton on the land once again. The students cultivated the land carefully and planted the valuable crop. Then they waited anxiously for harvest time.

What most likely happened next?

(A) The cotton plants still didn't grow well on the land.

(B) The students stopped taking care of the crop.

(C) The cotton plants produced a great deal of cotton. (correct)

(D) Insects were allowed to destroy the whole cotton crop.

Write Your Own Item
Use the back of this page.

Analysis of Literature

TABLE OF CONTENTS

GRADE: All — Page

TEACHING OUR SKILLS
- What Skills Ought to Be Considered AL-0.2
- What Are Some Ideas for Activities AL-0.3

TESTING OUR SKILLS
- How Skills Are Tested AL-0.14
- Skill Difficulty Chart AL-0.15
- Content Supplement AL-0.16

GRADE: 7

TEACHING OUR SKILLS
- What Skills Ought to Be Considered AL-7.1

TESTING OUR SKILLS
- How Skills Are Tested AL-7.2

GRADE: 8

TEACHING OUR SKILLS
- What Skills Ought to Be Considered AL-8.1

TESTING OUR SKILLS
- How Skills Are Tested AL-8.2

TEACHING OUR SKILLS
WHAT SKILLS OUGHT TO BE CONSIDERED

OBJECTIVE: Analysis of Literature GRADE: All

Objective

The student can critically analyze a reading selection.

Explanation

Through literature--whether essays, poetry, or fiction-- students gain knowledge about themselves and the world in which they live. Literature also provides students with examples of how language can be used to communicate feelings and perceptions effectively. The reading skills that are needed to analyze literature critically can also be used by students in other reading and thinking.

Subskills: Overview

The subskills identified for testing this objective are listed in the chart. The symbol O is used to indicate that the subskill is not tested but needs to be considered instructionally. The symbol ● indicates that the subskill is tested.

SUBSKILLS	GRADES											
	1	2	3	4	5	6	7	8	9	10	11	12
1. Nature of Information The student can determine the nature of the information presented in a reading selection.	●	●	●	O	O	●	O	●	O	O	●	O
2. Structural Elements The student can determine the structural elements utilized in a reading selection.	●	●	●	O	O	●	O	●	O	O	●	O
3. Rhetorical Devices The student can determine the rhetorical devices utilized in a reading selection.	●	●	●	O	O	●	O	●	O	O	●	O
4. Critical Analysis The student can determine relationships between structural elements in a reading selection.						O	O	●	O	O	●	O

OBJECTIVE: Analysis of Literature GRADE: All

Other Important Skills: Overview

Instructionally, there are some other skills that must be considered in addition to those identified for testing under this objective. The symbol O is used to indicate that the skill is not tested but needs to be considered instructionally.

SKILLS	GRADES											
	1	2	3	4	5	6	7	8	9	10	11	12
1. Understanding Fantasy and Realism The student understands the concepts of fantasy and realism.	O	O	O	O								
2. Understanding Fact and Opinion The student understands the concepts of fact and opinion.			O	O	O	O	O	O	O	O	O	O
3. Understanding Structural Elements The student understands the concepts of various structural elements (for example, plot, setting, and theme).	O	O	O	O	O	O	O	O	O	O	O	O
4. Determining the Nature of Descriptions The student can determine whether a description of a structural element refers to the plot, character, setting, theme, mood, or point of view of a story.	O	O	O	O	O	O	O	O	O	O	O	O
5. Determining the Accuracy of Descriptions The student can determine if a description of a structural element is accurate according to the information presented in a selection. An inaccurate description is one that is either contradicted or unsupported by information in the story.	O	O	O	O	O	O	O	O	O	O	O	O
6. Understanding Rhetorical Devices The student understands the concepts of various rhetorical devices (for example, rhyme, simile, and metaphor).	O	O	O	O	O	O	O	O	O	O	O	O
7. Verifying Accuracy of Evidence The student can verify whether evidence presented in support of a statement interpreting a selection is accurate. Inaccurate evidence is either contradicted or unsupported by information in the story or represents a structural element other than the one of interest.						O	O	O	O	O	O	O

WHAT ARE SOME IDEAS FOR ACTIVITIES

OBJECTIVE: Analysis of Literature GRADE: All

Activities

On the following pages are some ideas for developing your own activities. These activities are intended only as examples to stimulate your thinking. The activities are not intended to be prescriptive. You can use these activities to help in building student skills.

For each activity, the purpose, the materials you need, and the directions are given. The activities are not designated by grade level since many of them can be adapted for use in earlier or later grades. You may wish to add worksheets and/or activities of your own.

Resources

Below is space for you to note resource materials appropriate for the grade(s) you teach.

Subskill	Resource Material
1. Nature of Information	
2. Structural Elements	
3. Rhetorical Devices	
4. Critical Analysis	

ACTIVITY: Fantasy Gallery Grade: Early

Purpose: To help students learn how to distinguish between fantastic and realistic descriptions of actions, events, and characters

Materials: Three Sentence Stories

Write several 3 sentence stories that describe a fantastic action, event, or character. Make enough copies for the students in your class.

Directions:

1. Distribute the stories to students.
2. Ask the students to identify the sentence in each story that tells about something make-believe.
3. Discuss how the sentences that tell about something make-believe differ from the sentences that tell about something real.
4. Have students draw or paint pictures to illustrate the make-believe sentences.
5. Display student work under the title "Fantasy Gallery." Each picture should be accompanied by a copy of the sentence it illustrates.

ACTIVITY: Make-Believe or Not? GRADE: Early

Purpose: To promote learning of fantasy and realism through group storytelling

Materials: Chalkboard and Set of Cards

Make five cards. On half of them write "real" and on the other half write "make-believe".

Directions:

1. Ask four or five students to be storytellers. They will help write a group story.

2. Each storyteller draws a card out of the hat. If the card says "real", the storyteller is to compose a sentence that describes a realistic action, event, or character. If the card says "make-believe", the storyteller composes a sentence that describes a make-believe action, event, or character.

3. The story is written on the chalkboard as it is composed. Students judge each sentence as it is suggested, to determine whether it fits the real or make-believe category it is supposed to represent.

4. When the story is finished, the class can discuss how the sentences that tell about something make-believe differ from the sentences that tell about something real.

5. The activity can be repeated with a new group of student story-tellers making up a different story.

ACTIVITY: Story Guide GRADE: Early

Purpose: To promote students' understanding of plot, character, and setting, and to give students practice in determining the accuracy of descriptions of structural elements

Materials: An Unfamiliar Story and Chalkboard

Find a story or selection that students have not previously read or discussed. Make sure you have a copy for each student.

Directions:

1. Have the class read the story either silently or aloud.

2. Tell students that they are going to develop a guide for this story. This guide will include the following information.

   a. Names of the characters in the story

   b. A description of what happens in the story

   c. A statement about what the story shows about its main character

   d. A description of the story's setting

3. Ask the students for suggestions and descriptions to go into the story guide. Write these suggestions on the chalkboard after discussing their accuracy and completeness.

4. When the story guide entries are completed, students can prepare illustrations to accompany them.

ACTIVITY: To Tell The Truth GRADE: Early

Purpose: To provide practice in determining the accuracy of descriptions of structural elements

Materials: Descriptions of Structural Elements

Select a story that the class has read. For each element (e.g., plot, setting, and character) in the story, write one accurate and several inaccurate descriptions. The inaccurate descriptions should either contradict or be unsupported by information in the story. Mark each accurate description with a star to indicate that it is correct.

Directions

1. Select students to serve as panelists. Panel members should try to sound as convincing as possible while reading their responses.

2. The teacher asks one of the following questions, "What happens in the story?," "Where does the story happen?," or "What does the story show about (name of character)?"

3. Then each panel member receives and reads aloud one of the prepared descriptions.

4. After the descriptions for a particular structural element have been read aloud, ask the class, "Which person told the truth?"

5. Have the class vote. Then have the student who read the accurate description stand up.

6. Discussion can follow explaining why the "imposter" descriptions are inaccurate.

ACTIVITY: Rhyme Robin GRADE: Early

Purpose: To provide practice in distinguishing pairs of rhymed and unrhymed words, and to help students understand the concept of rhyme

Materials: A Four-Line Poem

Find or write a poem with any of the following rhyme schemes: AABB, ABAB, or ABBA.

Directions:

1. Ask the students to find two pairs of words in the poem that rhyme and two pairs of words that do not rhyme. Then discuss why certain words rhyme and why others don't.

2. In round-robin fashion, have students suggest new words that rhyme with the original rhymed pair of words from the poem. Write each new rhyming word on the chalkboard.

3. Now have students revise the poem by substituting words from their new list for the original pairs of rhymed words in the poem. Students can take turns reading aloud their new versions of the poem.

ACTIVITY: As You Like It GRADE: Early

Purpose: To provide practice in understanding the concept of comparison as expressed in similes

Materials: Several Short Poems

Find several short poems that contain one or more similes. Make a list of incomplete similes like the one below.

MAKING COMPARISONS WITH SIMILES	
AS	LIKE
___ as tiny as ____	Your laugh is like _____
___ as cold as ____	_____ like a balloon
___ as soft as ____	The clouds are like ____

Directions:

1. Have students read the poems.
2. Discuss each simile by asking the question, "What two things are compared in the poem?".
3. Then divide the class into small groups and give each group a sheet with the list of incomplete similes.
4. Each group is to complete the sheet by filling in the blanks with names of subjects that can be compared.
5. One member from each group read that group's similes aloud to the class.
6. If desired, the class can compare a poem based upon the similes that have been created.

ACTIVITY: Editorial GRADE: Later

Purpose: To help students clarify the distinction between statements that express facts and statements that express opinions

Materials: An Editorial

Select an editorial from a school, community, or national newspaper.

Directions:

1. Divide the class into several small groups. Half of the groups are to be "fact seekers", and the others are to be "opinion hunters".

2. Give each group a copy of an editorial.

3. Groups that are "fact seekers" are to read through the editorial and underline in blue each sentence that expresses facts only. Groups that are "opinion hunters" are to underline in red each sentence that contains a statement of opinion.

4. Have the entire class meet together and go through the editorial, sentence by sentence. Each group reports its findings for each sentence.

5. Resolve disputes between "fact seekers" and "opinion hunters" through a class discussion.

6. "Fact seekers" and "opinion hunters" can switch roles and repeat this activity with a different editorial.

ACTIVITY: Match Game GRADE: Later

Purpose: To provide practice in understanding structural elements

Materials: Short Story, Description List, Match Game Cards, and Answer Key

Make two copies of the same short story. Then make a "Description List" which contains numbered sentences accurately describing the story's plot, characters, setting, theme, mood, and point of view. Each structural element should be described only once. Make a set of Match Game Cards. The name of a single structural element (e.g., plot) is written on one side of each card. The set of cards should contain the names of all structural elements appropriate for your grade. Make an answer key containing the name of each structural element and the number of the sentence on the description list that corresponds to that structural element.

Directions:

1. Divide the class into two teams. Ask for one student volunteer to act as scorekeeper.

2. Distribute the same short story to each team. Also distribute a copy of the Description List.

3. Give the scorekeeper the set of Match Game cards. Also provide the scorekeeper with the answer key.

4. Begin the game by having a player from Team 1 draw one of the Match Game Cards. The player reads aloud the name on the card drawn and then indicates which sentence on the Description List corresponds to that structural element. The scorekeeper checks the answer key to see if the answer given is correct. If it is, Team 1 scores 1 point, and Team 2 takes its turn. If the answer is incorrect, Team 2 has a chance to respond to the question before taking its regular turn.

5. Teams 1 and 2 alternate taking turns until all the cards have been selected. The team with most points wins.

6. Some of the following variations can be incorporated into the game:

   a. Players can pass on the first card that they select and take a second card. If they cannot answer the second card correctly, a point is deducted from their team's score.

   b. The Description List can contain both accurate and inaccurate descriptions of the various structural elements.

   c. A game can be based on more than one story.

ACTIVITY: Poetry Collage GRADE: Later

Purpose: To provide students with practice in identifying rhetorical devices in poetry while also sharpening their understandings of the concepts of each rhetorical device

Materials: Several Short Poems and Large Sheets of Construction Paper

Find several short poems that contain particular rhetorical devices.

Directions:

1. Divide the class into small groups. Assign a different rhetorical device to each group. One group, for example, might be assigned metaphor.

2. Distribute several poems to each group. Make sure a group's poems contain examples of the particular rhetorical device assigned to that group.

3. Ask each group to copy down from the poem the lines which contain examples of their assigned rhetorical device.

4. Groups should next prepare poetry collages to illustrate rhetorical devices. They can find or create pictures that match the rhetorical devices they have located. Pictures and lines of poetry can be arranged on large sheets of construction paper to form a collage.

5. The poetry collages can be shared with the entire class or put on display.

6. As a variation, students can write and illustrate their own lines of poetry to exemplify the rhetorical device their group has been assigned.

ACTIVITY: Case for the Defense GRADE: Later

Purpose: To provide practice both in identifying evidence from a story which supports a particular interpretive statement and in verifying that such evidence is accurate and of the type requested

Materials: Story (Exhibit A) and Interpretive Statements (Exhibit B)

Select a story and write several interpretive statements about the mood or character(s) in the story. Put the story and interpretive statements on separate sheets.

Directions:

1. Divide the class into three groups. One group will present the evidence for the defense, one group will be the cross-examiners, and the last group will be the jury.

2. Distribute to each group "Exhibit A", (copy of the story under question,) and "Exhibit B", (interpretive statements about the mood or a character in the story).

3. The defense must first isolate from the story events which can be deemed evidence in support of the interpretive statement. Next the defense needs to prepare a description of each of these events.

4. The cross-examiners prepare their questions for the defense, making sure that they address the following issues: accuracy of the evidence, the nature of the evidence, and the validity of the evidence.

5. The defense presents its case, and the cross-examiners ask their questions.

6. The jury decides if the defense has accurately described events which support the interpretive statement.

TESTING OUR SKILLS
HOW SKILLS ARE TESTED

OBJECTIVE: Analysis of Literature GRADE: All

Test Item Description: Overview

For Analysis of Literature, the student is presented with a reading selection which the student must critically analyze.

As grade level increases, eligible types of information, structural elements, and rhetorical devices increase in number and become more complex. The difficulty is controlled by the use of the "Skill Keys" presented in the following chart (for example, TYPE OF SELECTION and NATURE OF SELECTION).

TYPE OF SELECTION, TYPES OF INFORMATION, STRUCTURAL ELEMENTS, and RHETORICAL DEVICES are the key features that are varied across grades.

1. Nature of Information - In the earlier grades, the student must be able to distinguish between fantasy and realism, while in the later grades, the student must be able to distinquish between fact and opinion. Consequently, stories are used in the earlier grades and non-fiction selections are used in later grades.

2. Structural Elements - In addition to more complex selections as in the Nature of Information Subskill, clues for identifying structural elements (for example, plot) become less explicit. Definitions of structural elements become more complex as grade level increases.

3. Rhetorical Devices - The selection varies from a simple rhyme at Grade 1 to a poem with several rhetorical devices in later grades. The rhetorical devices include simple rhyme as well as more complex devices such as onomatopoeia and alliteration.

4. Critical Analysis - The student should be able to analyze critically a selection and make interpretations with respect to the selection's theme and/or purpose. The student must be able to apply the other Analysis of Literature subskills in answering the items for this subskill.

SUB.	SKILL KEYS	GRADE 1	GRADE 2	GRADE 3	GRADE 4*	GRADE 5*	GRADE 6	GRADE 7*	GRADE 8	GRADES 9-12*
RHETORICAL	TYPE OF SELECTION	Poem	Poem	Poem			Poem		Poem	
	NATURE OF SELECTION	Poem includes simple rhyme	Poem includes simple rhyme	Poem includes simile using the word "like or "as", other forms of comparison not used			Poem includes at least 2 of the eligible rhetorical devices		Poem includes at least 3 of the eligible rhetorical devices	
	LENGTH OF SELECTION	24 words maximum, 4 lines	28 Words maximum, 4 lines	40 words maximum, 3 lines			6-12 lines maximum		6-12 lines maximum	
	RHETORICAL DEVICES	Rhyme See Content Supplement, Grade 1.	Rhyme See Content Supplement, Grades 1 & 2.	Simile See Content Supplement, Grades 1-3.			Simile, metaphor, personification, onomatopoeia See Content Supplement, Grades 1-6.		Simile, metaphor, personification, onomatoepoeia, alliteration See Content Supplement, Grades 1-8.	
CRITICAL ANALYSIS	TYPE OF SELECTION	Not tested	Not Tested	Not Tested			Not Tested		Brief narrative or dramatic passage	
	NATURE OF SELECTION								Several paragraphs which imply relationships among structural elements	
	STRUCTURAL ELEMENTS								Plot, character, setting, theme, point of view, mood	

*Refer to the Suggested Measurement Strategy of the State Objective.

AL-0.15

SKILL DIFFICULTY CHART

OBJECTIVE: Analysis of Literature GRADE: All

SUB.	SKILL KEYS	GRADE 1	GRADE 2	GRADE 3	GRADE 4*	GRADE 5*	GRADE 6	GRADE 7*	GRADE 8	GRADES 9-12*
NATURE OF INFORMATION	TYPE OF SELECTION	Story	Story	Story			Non-fiction selection		Non-fiction selection	
	NATURE OF SELECTION	Mixture of real and make-believe	Mixture of real and make-believe	Mixture of real and make-believe			Mixture of fact and opinion		Mixture of fact and opinion	
	ELIGIBLE INFORMATION	Fantasy (Def. 1) Realism (Def. 1) See Content Supplement.	Fantasy (Def. 1&2) Realism (Def. 1&2) See Content Supplement.	Fantasy (Def. 1-3) Realism (Def. 1-3) See Content Supplement.			Fact Opinion See Content Supplement.		Fact Opinion See Content Supplement.	
STRUCTURAL ELEMENTS	TYPE OF SELECTION	Story	Story	Story			Brief narrative or dramatic passage		Brief narrative or dramatic passage	
	NATURE OF SELECTION	Selection includes clear clues for identifying structural elements	Selection includes clear clues for identifying structural elements	Selection includes clear clues for identifying structural elements			Selection includes more implied clues for identifying structural elements		Selection includes more implied clues for identifying structural elements	
	STRUCTURAL ELEMENTS	Plot, character, setting (Def. 1) See Content Supplement.	Plot, character, setting (Def. 1) See Content Supplement.	Plot, character, setting (Def. 1 & 2) See Content Supplement.			Plot, character, setting (Def. 1-3) See Content Supplement.		Plot, character, setting (Def. 1-3), point of view, mood See Content Supplement.	

*Refer to the Suggested Measurement Strategy of the State Objective.

SKILL DIFFICULTY CHART
CONTENT SUPPLEMENT

DEFINITIONS

OBJECTIVE: Analysis of Literature GRADE: 1-3

This supplement is cumulative in the sense that definitions at each grade should also be considered at subsequent grades.

Grade 1

Character

A person portrayed in a literary selection including description of personality traits, features, and/or abilities

Fantasy

Descriptions of actions that go beyond or violate a subject's natural capabilities (Def. 1)

Plot

The series of events that make up the story line of a literary selection

Realism

Descriptions of actions that are consistent with the natural capabilities of a subject (Def. 1)

Rhyme

The repetition of vowel and consonant sounds at the ends of words

Example: baboon, harpoon

Setting

The place in which a narrative or drama takes place (Def. 1)

Example: "in the park", "at the beach", "in a house"

Grade 2

Fantasy

Descriptions of actions that go beyond or violate a subject's natural capabilities (Def. 1)

Descriptions of events that involve supernatural transformations (Def. 2)

DEFINITIONS

OBJECTIVE: Analysis of Literature GRADE: 1-3

Grade 2 (continued)

Realism

Descriptions of actions that are consistent with the natural capabilities of a subject (Def. 1)

Descriptions of events that involve natural transformations (Def. 2)

Grade 3

Fantasy

Descriptions of actions that go beyond or violate a subject's natural capabilities (Def. 1)

Descriptions of events that involve supernatural tranformations (Def. 2)

Descriptions of mythical or imaginary characters (Def. 3)

Realism

Descriptions of actions that are consistent with the natural capabilities of a subject. (Def. 1)

Descriptions of events that involve natural transformations (Def. 2)

Descriptions of characters that exist in the natural world (Def. 3)

Setting

The place in which a narrative or drama takes place (Def. 1)

Example: "in the park", "at the beach", "in a house"

A detailed description of the environment in which a narrative or drama takes place (Def. 2)

Example: "in an old house in the forest" or "on the front porch of Jimmy's house"

Simile

A figure of speech using the words "like" or "as" to express resemblance between two essentially unlike entities

Example: The moon is like a paper lantern.

AL-0.17

SKILL DIFFICULTY CHART
CONTENT SUPPLEMENT

DEFINITIONS

OBJECTIVE: Analysis of Literature GRADE: 4-6

This supplement is cumulative in the sense that definitions at each grade should also be considered at subsequent grades.

Grades 4 & 5

(Grades 1-3 definitions and any other appropriate ones)

Grade 6

Fact

A statement which can be verified by observation

Example: A movie about ice skating was on television last night

Metaphor

A figure of speech which equates two essentially unlike entities without using the words "like or "as" (An explicit metaphor uses a form of the linking word "to be".)

Example: A bird is a live arrow.

Onomatopoeia

The use of words that imitate the sounds they describe

Example: buzz, crack, cuckoo

DEFINITIONS

OBJECTIVE: Analysis of Literature GRADE: 4-6

Grade 6 (continued)

Opinion

A statement that can be justified by reference to values

1. A statement which makes an evaluation. These statements are often characterized by the use of superlatives, qualifiers, or words that express feelings.

   Example: The best movie ever made about ice skating was on television tonight.

2. A statement which expresses an ethical judgment. These statements often include the words "should" or "ought".

   Example: You should not harm other people.

Personification

The description of non-human entities in human terms. Animals, objects, natural phenomena, and ideas may be personified.

Example: Flowers were dancing on the grass.

Setting

The place in which a narrative or drama takes place (Def. 1)

Example: "in the park", "at the beach", "in a house"

A detailed description of the environment in which a narrative or drama takes place (Def. 2)

Example: "in an old house in the forest" or "on the front porch of Jimmy's house"

The time when a narrative or drama takes place (Def. 3)

Example: "in the middle of the afternoon", "late at night"

Theme

The underlying idea expressed by a literary selection; the meaning behind a story, poem, or play

SKILL DIFFICULTY CHART
CONTENT SUPPLEMENT

DEFINITIONS

OBJECTIVE: Analysis of Literature GRADE: 7 & 8

This supplement is cumulative in the sense that definitions at each grade should also be considered at subsequent grades.

Grade 7

(Grades 1-6 definitions and any other appropriate ones)

Grade 8

Alliteration

The repetition of consonants of two or more neighboring words in a sentence or line or poetry

Example: The wailing of the wind

Mood

A pervading impression, feeling, or emotion created in a literary selection through structural elements and rhetorical devices

Example: "a mood of suspense", "a mood of sadness"

Point of View

The perspective from which a story is told

TEACHING OUR SKILLS
WHAT SKILLS OUGHT TO BE CONSIDERED

OBJECTIVE: Analysis of Literature GRADE: 7

Objective

The student can critically analyze a reading selection.

Suggested Measurement Strategy

Making critical judgments or answering questions that ask for analyses of the structure or content of reading selections. The questions may require identifying a selection's genre (e.g., editorial, essay, etc.); identifying structural elements (e.g., plot, point of view, etc.); identifying rhetorical devices (e.g., poetic language, propaganda techniques, etc.); or identifying the nature of the information presented (e.g., fact, opinion, etc.). The selections to be analyzed may be paragraphs, essays, editorials, feature articles, news stories, letters, advertisements, stories, poems, or excerpts from books or plays.

Subskills

The open circles O indicate subskills for you to consider in your instruction.

○ 1. Nature of Information

The student can determine the nature of the information presented in a reading selection.

○ 2. Structural Elements

The student can determine the structural elements utilized in a reading selection.

○ 3. Rhetorical Devices

The student can determine the rhetorical devices utilized in a reading selection.

○ 4. Critical Analysis

The student can determine relationships between structural elements in a reading selection.

OBJECTIVE: Analysis of Literature GRADE: 7

Other Important Skills

The open circles O indicate other important skills for you to consider in your instruction. Add other skills that you feel are also important.

1. Understanding Fantasy and Realism

   The student understands the concepts of fantasy and realism.

○ 2. Understanding Fact and Opinion

   The student understands the concepts of fact and opinion.

○ 3. Understanding Structural Elements

   The student understands the concepts of various structural elements (for example, plot, setting, and theme).

○ 4. Determining the Nature of Descriptions

   The student can determine whether a description of a structural element refers to the plot, character, setting, theme, mood, or point of view of a story.

○ 5. Determining the Accuracy of Descriptions

   The student can determine if a description of a structural element is accurate according to the information presented in a selection. An inaccurate description is one that is either contradicted or unsupported by information in the story.

○ 6. Understanding Rhetorical Devices

   The student understands the concepts of various rhetorical devices (for example, rhyme, simile, and metaphor).

○ 7. Verifying Accuracy of Evidence

   The student can verify whether evidence presented in support of a statement interpreting a selection is accurate. Inaccurate evidence is either contradicted or unsupported by information in the story or represents a structural element other than the one of interest.

AL-7.2

TESTING OUR SKILLS

HOW SKILLS ARE TESTED

OBJECTIVE: Analysis of Literature GRADE: 7
SUBSKILL: Nature of Information

Sample Item and Directions

Not applicable.

Write Your Own Item

Use the other sample items, the Skill Difficulty Chart, and the Suggested Measurement Strategy for this objective to write your own item.

Write your own item here:

HOW SKILLS ARE TESTED

OBJECTIVE: Analysis of Literature
SUBSKILL: Structural Elements
GRADE: 7

Sample Item and Directions

Not applicable.

Write Your Own Item

Use the other sample items, the Skill Difficulty Chart, and the Suggested Measurement Strategy for this objective to write your own item.

Write your own item here.

HOW SKILLS ARE TESTED

OBJECTIVE: Analysis of Literature
SUBSKILL: Rhetorical Devices

GRADE: 7

Sample Item and Directions

Not applicable.

Write Your Own Item

Use the other sample items, the Skill Difficulty Chart, and the Suggested Measurement Strategy for this objective to write your own item.

Write your own item here.

HOW SKILLS ARE TESTED

OBJECTIVE: Analysis of Literature
SUBSKILL: Critical Analysis

GRADE: 7

Sample Item and Directions

Not applicable.

Write Your Own Item

Use the other sample items, the Skill Difficulty Chart, and the Suggested Measurement Strategy for this objective to write your own item.

Write your own item here.

TEACHING OUR SKILLS
WHAT SKILLS OUGHT TO BE CONSIDERED

OBJECTIVE: Analysis of Literature GRADE: 8

Objective

The student can critically analyze a reading selection.

Suggested Measurement Strategy

Making critical judgments or answering questions that ask for analyses of the structure or content of reading selections. The questions may require identifying a selection's genre (e.g., editorial, essay, etc.); identifying structural elements (e.g., plot, point of view, etc.); identifying rhetorical devices (e.g., poetic language, propaganda techniques, etc.); or identifying the nature of the information presented (e.g., fact, opinion, etc.). The selections to be analyzed may be paragraphs, essays, editorials, feature articles, news stories, letters, advertisements, stories, poems, or excerpts from books or plays.

Subskills

The solid circles ● indicate the subskills tested. The open circles O indicate the subskills for you to consider in your instruction.

● 1. Nature of Information

The student can determine the nature of the information presented in a reading selection.

● 2. Structural Elements

The student can determine the structural elements utilized in a reading selection.

● 3. Rhetorical Devices

The student can determine the rhetorical devices utilized in a reading selection.

● 4. Critical Analysis

The student can determine relationships between structural elements in a reading selection.

OBJECTIVE: Analysis of Literature GRADE: 8

Other Important Skills

The open circles O indicate other important skills for you to consider in your instruction. Add other skills that you feel are also important.

1. Understanding Fantasy and Realism

   The student understands the concepts of fantasy and realism.

○ 2. Understanding Fact and Opinion

   The student understands the concepts of fact and opinion.

○ 3. Understanding Structural Elements

   The student understands the concepts of various structural elements (for example, plot, setting, and theme).

○ 4. Determining the Nature of Descriptions

   The student can determine whether a description of a structural element refers to the plot, character, setting, theme, mood, or point of view of a story.

○ 5. Determining the Accuracy of Descriptions

   The student can determine if a description of a structural element is accurate according to the information presented in a selection. An inaccurate description is one that is either contradicted or unsupported by information in the story.

○ 6. Understanding Rhetorical Devices

   The student understands the concepts of various rhetorical devices (for example, rhyme, simile, and metaphor).

○ 7. Verifying Accuracy of Evidence

   The student can verify whether evidence presented in support of a statement interpreting a selection is accurate. Inaccurate evidence is either contradicted or unsupported by information in the story or represents a structural element other than the one of interest.

TESTING OUR SKILLS
HOW SKILLS ARE TESTED

OBJECTIVE: Analysis of Literature GRADE: 8
SUBSKILL: Nature of Information

Sample Item and Directions

(Student reads.)

Directions: Read the selection in the box.
Answer each question that follows.
Mark the letter of your choice on your answer sheet.

> [1] I set my clock ahead an hour last night. [2] Twice every year people change their clocks by an hour. [3] They set the time back in the fall and ahead in the spring. [4] This changing of the clock is a nuisance. [5] It causes everyone a lot of trouble. [6] Last fall I forgot to change the time, and I overslept for work. [7] People ought to settle on one time or another. [8] It's a bad idea to keep changing the time.

Look at sentences 5-8 above. Which one states a fact?

(A) Sentence 5

(B) Sentence 6 (correct)

(C) Sentence 7

(D) Sentence 8

Write Your Own Item
Use the back of this page.

HOW SKILLS ARE TESTED

OBJECTIVE: Analysis of Literature GRADE: 8
SUBSKILL: Structural Elements

Sample Item and Directions:

(Student reads.)

Directions: Read the story in the box.
Answer each question that follows.
Mark the letter of your choice on your answer sheet.

PETER

I don't remember what Peter and I said the first time we met. Mostly I remember liking him and feeling flattered because he watched my face closely as I talked. His eyes were deep brown and friendly. They seemed to hear as well as see things.

After school, I walked home with Lisa. I noticed Peter walking ahead of us down the street and called to him. He didn't even look around.

"Strange," I said to Lisa. "I hope he isn't mad at me."

"He couldn't hear you," Lisa said. "He's deaf. Didn't you know?"

"You're crazy!"

"Honest, Julie! He's in my math class. Our teacher told us all about him."

I stared at Lisa a moment. She was my best friend, but I knew she loved practical jokes.

"Lisa, I talked to him. He heard everything I said."

"No, he didn't, Julie. He read your lips. He's very good at it."

Lisa looked as if she were telling the truth. And what if she were? I wondered. Would that make Peter less important to me? I remembered those brown eyes, the warmth they made me feel. No, I decided suddenly. His being deaf wouldn't matter a bit.

Who is the narrator of the story above?

(A) Julie (correct)
(B) Peter
(C) Lisa
(D) someone who knows all of Julie's and Peter's thoughts

Write Your Own Item
Use the back of this page.

HOW SKILLS ARE TESTED

OBJECTIVE: Analysis of Literature GRADE: 8
SUBSKILL: Rhetorical Devices

Sample Item and Directions

(Student reads.)

Directions: Read the poem in the box.
Answer each question that follows.
Mark the letter of your choice on your answer sheet.

FRIENDS AGAIN

I remember
our becoming friends again
down by the sea.
The soft fog was
like a donkey's back,
a gentle gray.
Gulls hovered, sending telegrams
through the fog.
You waved to me
and a soft rain fell.

Personification means describing anything that is not human as though it were human. Which of the following lines from the poem contains an example of personification?

(A) "I remember"

(B) "our becoming friends again"

(C) "You waved to me"

(D) "Gulls hovered, sending telegrams" (correct)

Write Your Own Item
Use the back of this page.

HOW SKILLS ARE TESTED

OBJECTIVE: Analysis of Literature GRADE: 8
SUBSKILL: Critical Analysis

Sample Item and Directions

(Student reads.)

Directions: Read the selection in the box.
Answer each question that follows.
Mark the letter of your choice on your answer sheet.

CLEANING CREW

Mike knew that something strange had happened the minute he walked in the front door. At first, he didn't notice any details. Nonetheless, he felt "in his bones" that things had changed while he was gone.

Gradually, as he walked slowly through the room, Mike began to notice that things in the room had been moved. He had dropped his coat on the chair by the door as he left that morning. It had already been warm out, and he'd decided he wouldn't need it. Now the coat was folded neatly across the back of the chair. The cup and plate that he'd left on the coffee table were now stacked neatly in the sink.

Suddenly it hit Mike that someone had cleaned up the place! He stood still in the middle of the room and looked around him. His bed was made. His dirty clothes, which he had intended to get to this very afternoon, seemed to have disappeared altogether!

There was no question about it. Someone had decided to give him a hand in keeping his quarters clean. But who? And beyond that, why?

What happens in the story to create a mood of mystery?

(A) Mike returns home and discovers that something is different about his room. (correct)

(B) Mike drops his coat on the chair by the door before he leaves.

(C) Mike shows that he doesn't keep his room very clean.

(D) Mike sits still and looks around the room.

Write Your Own Item
Use the back of this page.